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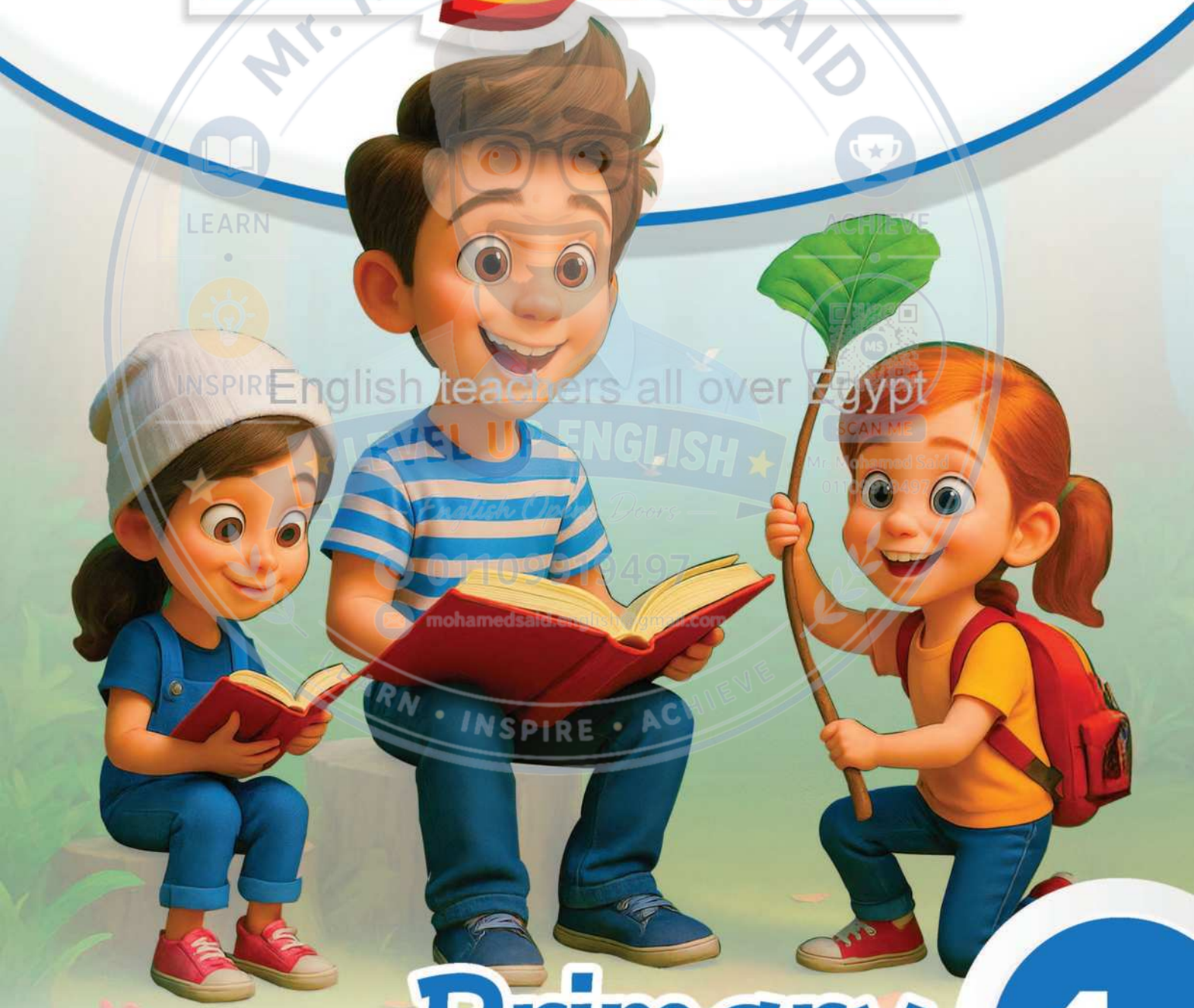
English



Primary 4

2025/2026

Term 1

Mr. Mohamed Said
01109919487

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

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''تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسر في جمهورية مصر العربية.''

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : .....

Class : .....

School : .....

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TERM 1 SCOPE AND SEQUENCE

Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
1. The Five Senses	Taste, smell, see, hear, touch, senses, energy, habits, sharp mind, owner, greedy, coin, jingling, share	Present Simple Affirmative	**Reading:** · Informational text about healthy habits. · Story about sharing food. **Writing:** Clear and meaningful sentences using the present simple tense, and sequence words **Listening:** · Dialog about senses · Short and long vowel sounds **Speaking:** · Discuss health habits · Short presentation about eating habits	· Personal hygiene · Healthy habits	· Responsibility · kindness	Presentation about healthy eating habits
2. My Community	Collect, volunteer, feed, community, neighbor, neighborhood, solution, trash bin, traffic, culture, festival, harvest, turban, sugarcane, Nubia, train station, history	Present Simple Negative/ Question	**Reading:** · Dialog about helping community · Informational text about Egypt **Writing:** ·Diary entry about community's history · Poster about solutions to community problems **Listening:** · Conversations about helping the community · Differentiate between /f/ and /v/ sounds **Speaking:** · Share experiences about community's history and traditions. · Discussing problems and solutions.	· Community service · Problem solving	· Cultural identity · Belonging	Poster about finding a solution to air pollution

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Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
3. Animals In Our World	forest, park, guide, elephant, monkey, giraffe, zebra, bear, vet, challenge, owner, safe, birds, hunt, weak, catch, trick, pretend, cave, footprint, learn, lay down, endangered, Arabian Leopard, dugong	Comparative adjectives	**Reading:** • Informational text about helping animals. • Read a short story with a clear moral lesson and identify the main idea **Writing:** • Report about endangered animals **Listening:** • conversations about animals' habits. • Differentiate between the consonant blends /fr/ /dr/ /pl/ **Speaking:** speak about animals and their daily habits	• Critical thinking • Environmental awareness	• Respect for life	A collage of endangered animals
4. Egypt-My Homeland	Pyramids, Nile River, Cairo Tower, Egyptian Museum, treasures, Khan El Khalili Bazaar, tour guide, tourists, gifts, borrow, post office, shopping mall, store, restaurant, tent, mountain, monastery, adventure	Prepositions of Place	**Reading:** • Informational text about places in the city **Writing:** • Write a blog post about a famous place in Egypt **Listening:** • Dialog on famous places in Egypt • Differentiate between /p/ and /b/ sounds. **Speaking:** Describe places in Egypt	• Identity • Exploration	Citizenship	A leaflet about Siwa Oasis

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Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
5. A Day At Work	doctor, nurse, teacher, engineer, firefighter, police officer, design, stop fires, save people, mentor, wildlife, photographer, puppets, voiceover actor, build, regret, carelessly, repair, board, nail, hammer, carpenter	Superlative Adjectives	**Reading:** · Informational text on interesting jobs · Story on work ethics and integrity **Writing:** · Write non-fiction text about jobs **Listening:** · Dialog about roles of different jobs · Recognize long vowel sounds with silent 'e' **Speaking:** · Talk about different jobs.	Team work	Responsibility	Create origami uniform
6. The Hundred Dresses	Dress, closet, playground, competition, drawings, medal, sign, letter, announce, winner, popular, absent, notice, apologize, behavior, bullying		**Reading:** Setting, character and events in a story **Writing:** Write a letter based on a story **Listening:** Understand the sequence of events in a narrated story Speaking: Discuss the moral lessons of a story	· Resilience	· Empathy	-

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A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 4 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 4 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:
  - **Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.
  - **Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.
  - **Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.
  - **Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

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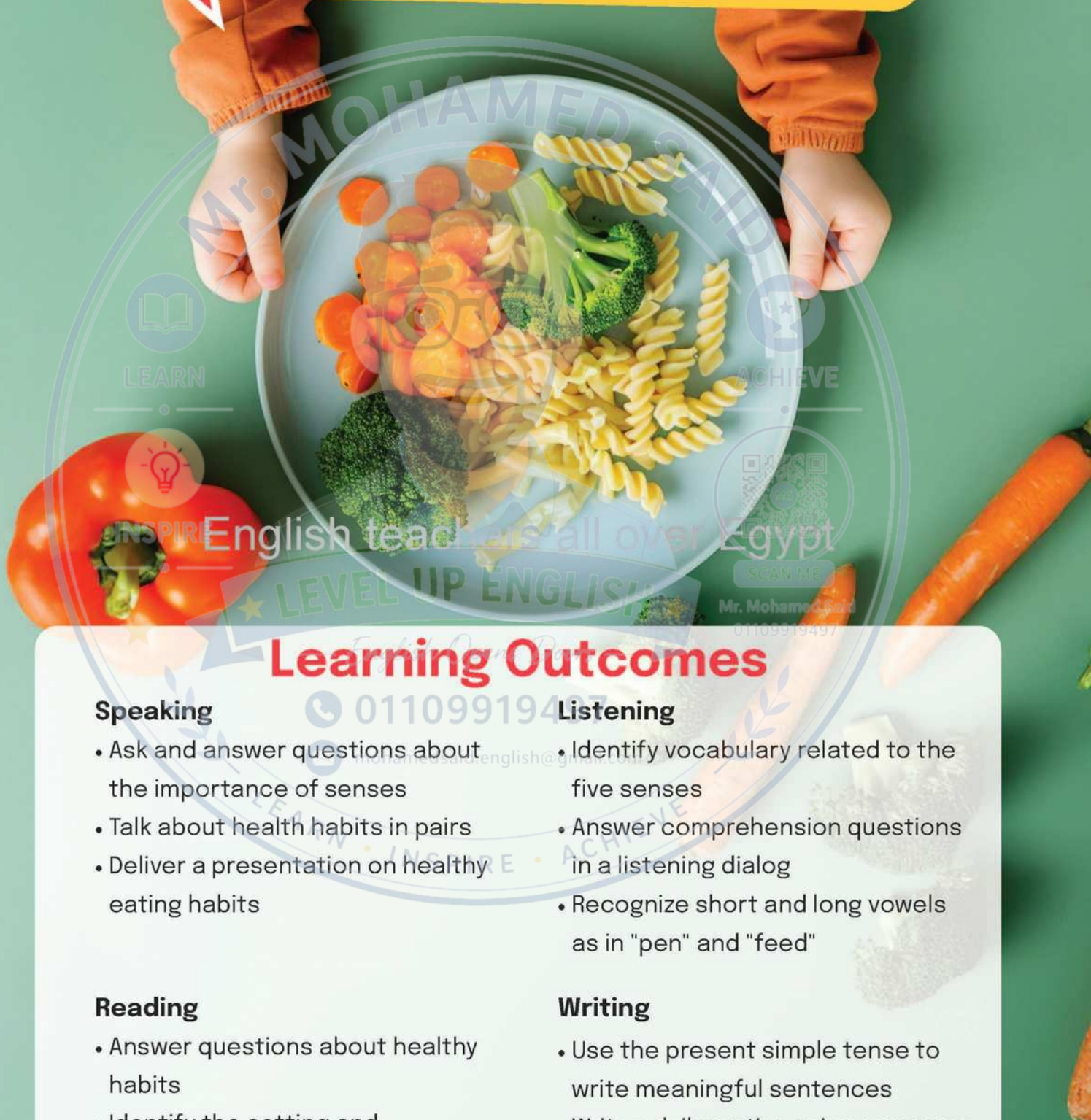
Unit 1

The Five Senses



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Learning Outcomes

Speaking

- Ask and answer questions about the importance of senses
- Talk about health habits in pairs
- Deliver a presentation on healthy eating habits

Listening

- Identify vocabulary related to the five senses
- Answer comprehension questions in a listening dialog
- Recognize short and long vowels as in "pen" and "feed"

Reading

- Answer questions about healthy habits
- Identify the setting and characters
- Order daily events using sequence words

Writing

- Use the present simple tense to write meaningful sentences
- Write a daily routine using sequence words
- Plan a presentation on healthy eating habits

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Lesson 1

What are the Five Senses?

1 Read and answer.

How many senses do we have?
Why are they important to us?

2 Listen, look, and repeat.

1. We have five senses.
2. They are important because they help us learn about the world.

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3 Read the sentences and complete with the words in the box.

1. see يرى
2. hear يسمع
3. smell يشم
4. taste يتذوق
5. touch يلمس

hear - taste - see - touch - smell

1. I ..... with my eyes.
2. I ..... with my ears.
3. I ..... with my nose.
4. I ..... with my tongue.
5. I ..... with my hands.

Think

How do the senses help us learn about the world?

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"Let's Talk About Our Senses"

4 Listen and read.

Ms. Mona and the students are talking about the five senses.

Ms. Mona : Good morning, children! What a beautiful day in the school garden.

Sami : Good morning, Ms. Mona! What will we learn today?

Ms. Mona : Today, we'll learn about our amazing **senses**.

Salma : What are senses, Ms. Mona?

Ms. Mona : Senses help us **understand** the world around us–like **sight**, **hearing**, and **smell**.

Sami : I can **hear** birds singing!

Ms. Mona : Yes! That's your sense of **hearing**. What else can we use?

Salma : I can **smell** the flowers and **see** the colorful butterflies!

Ms. Mona : Excellent, Salma! Those are your senses of **smell** and **sight**. Senses also help us stay **safe**.

Sami : Ms. Mona, how do our senses help us stay safe?

Ms. Mona : That's a great question, Sami! For example, if we **smell** smoke, we know there's a fire.

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5 Listen again and answer.

1. Where are Ms. Mona and the students?

.....

2. What can Sami hear?

.....

3. What sense do we use to see butterflies?

.....

4. How can our senses help us stay safe?

.....

1. They are in the school garden.
2. He can hear birds singing.
3. The sense of sight.
4. If we smell smoke,we know there's a fire.

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1. I taste → d. delicious food with my tongue.
2. I touch → e. soft and hard things with my hands.
3. I smell → c. flowers in the garden with my nose.
4. I hear → a. music and voices with my ears.
5. I see → b. colors and shapes with my eyes.

6 Listen and match.

1 I taste ...	a. music and voices with my ears.
2 I touch ...	b. colors and shapes with my eyes.
3 I smell ...	c. flowers in the garden with my nose.
4 I hear ...	d. delicious food with my tongue.
5 I see ...	e. soft and hard things with my hands.

7 Read and circle. What senses do you use in these situations?

1. There's a huge tree:
   a. sight
   b. hearing
   c. smell

2. There's a flower:
   a. taste
   b. smell
   c. hearing

1. There's a huge tree → a. sight
2. There's a flower → c. smell
3. There's a loud noise → c. hearing
4. Trying to find something in your bag → b. touch

3. There's a loud noise:
   a. smell
   b. touch
   c. hearing

4. Trying to find something in your bag:
   a. taste
   b. touch
   c. hearing

8 Ask and answer. Work with your partner. Take turns.

What can you (see/hear/smell/touch) in your classroom?

How does your sense of touch help you stay safe?

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Lesson 2

Healthy Habits

1 Look at the pictures. Then, answer.

a

b

1. Which habit do you think is healthy?
2. What healthy habits do you practice?

1. Brushing teeth, eating healthy food, exercising, drinking water, sleeping early.
2. I brush my teeth, eat vegetables, drink water, and sleep early.

2 Read the text.

My Healthy Day

Sarah is a healthy 10-year-old girl. She follows good **habits** every day to stay strong and healthy.

In the **morning**, Sarah wakes up early at 6:00 a.m. She **brushes** her teeth and washes her face. **Next**, she does some simple exercises in the garden.

For **breakfast**, Sarah eats healthy food. She drinks orange juice and eats eggs and brown bread. These foods give her **energy** for the day.

At school, Sarah drinks plenty of water between classes. She plays sports with her friends during break time.

In the **afternoon**, Sarah does her homework first. **After that**, she helps her mother in the garden. They grow fresh vegetables together.

For **dinner**, Sarah eats lots of vegetables and fruits. These give her important vitamins. She doesn't eat too many sweets.

In the **evening**, Sarah takes a shower and brushes her teeth again. She **goes to bed early** at 8:30 p.m. She sleeps for 9 hours every night. Getting enough **sleep** helps her body stay healthy and her **mind** stay **sharp**.

Sarah's healthy habits help her feel good and do well at school. She has lots of energy to learn, play, and enjoy her day!

Think

Why is a good night's sleep important to us?

Because it helps our body stay healthy and our mind stay sharp.

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3 Read and Write T (True) or F (False).

1. Sarah wakes up late every day. (F)
2. She eats eggs and brown bread for breakfast. (T)
3. She drinks plenty of water at school. (T)
4. She helps her mother in the kitchen. (F)
5. She goes to bed at 10:00 p.m. (F)

4 Choose the correct answer from a, b, c or d.

1. Sarah does exercises in the ..... .
   a. room b. garden c. school d. library — **1. b**
2. For breakfast, Sarah drinks ..... .
   a. tea b. orange juice c. milk d. coffee — **2. b**
3. In the afternoon, Sarah ..... .
   a. watches TV b. plays video games
   c. does her homework d. goes to sleep — **3. c**
4. Sarah's healthy habits help her ..... .
   a. feel good b. eat enough food
   c. make friends d. win competitions — **4. a**

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5 Read, think, and answer.

1. Why does Sarah eat healthy food?
2. How do healthy habits help Sarah at school?
3. Who does Sarah help in the afternoon?

1. Because healthy food gives her energy and vitamins.
2. They help her feel good, have energy, and stay focused.
3. Her mother.

6 Work in groups. Discuss and role-play.

My healthy habit is getting enough sleep at night.
What's your healthy habit?

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Language in use

Present Simple

- We use the present simple to talk about daily habits and routines.
- To make the affirmative form:
  - We use *I, you, we, they, or a plural noun* followed by the infinitive form of the verb.
  - Example: Some children play sports after school.
  - We use *he, she, it, or a singular noun* followed by the infinitive form of the verb + -s/-es/-ies.
  - Example: He plays football every day.
  - Example: He brushes his teeth every day.
  - Example: She carries her backpack every day.

7 Read and write the correct form of the word(s) between brackets.

1. She ..... (take) vitamins every morning.
2. My brother and I ..... (watches) TV in the evening.
3. My sister ..... (study) English every day.
4. The nurse ..... (help) sick people.

1. takes
2. watch
3. studies
4. helps

8 Look at the picture. Then, write a complete sentence.

(He/read/the morning)

.....

.....

(The girls/TV/every day)

.....

.....

He reads in the morning.
The girls watch TV every day.

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Lesson 3

Story Time

Goha's Great Meal

1 Listen and read.

One morning, Goha was walking through the **market**. He was very **hungry,** but didn't have enough money to buy **food**. Suddenly, he smelled something wonderful. The yummy smell was coming from a **restaurant's** window. Goha stopped and sat outside the **restaurant**. He closed his eyes and took a deep breath.

"Ah," he said. "This wonderful smell makes me feel less hungry!"

The restaurant **owner** saw Goha and asked, "What are you doing?"

Goha said, "I'm enjoying the smell of your delicious soup."

The owner was **greedy**. He said, "You can't smell the soup for free! You must pay for it!"

Goha thought for a moment. Then, he took out a few **coins** from his pocket. He shook them in his hand, and they made a **jingling** sound.

"Here," said Goha. "If you want money for the **smell of your soup**, then you can take the **sound of my coins**."

The owner laughed at Goha's clever answer. "Come inside," he said. "Let's **share** this soup. Good food tastes better when shared with others!"

Think

Why does food taste better when it's shared?

Because sharing food brings people together and makes them happy

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2 Look at the bold words in the story. Then, match them to their meanings.

1. d	1 owner	a. to give some of what you have to others
2. e	2 jingling	b. always wanting more than what is needed
3. a	3 share	c. wanting to eat
4. c	4 hungry	d. someone who has something
5. b	5 greedy	e. a light, ringing sound

Tip

The story elements are:

- **Characters:** the people and animals in a story
- **Setting:** the time and place of a story
- **Plot:**

Beginning –Meet the people/Know the place
Problem –Something goes wrong
Middle –The character tries to fix it
Climax –The most exciting part
Ending –The problem is solved

3 Work in pairs. Read the story and complete the chart.

Characters	Setting
Goha, ... the restaurant owner	The market, ... outside the restaurant

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4 Read and Write T (True) or F (False).

1. Goha felt less hungry after smelling the delicious soup. (T)
2. The owner of the restaurant was happy to see Goha enjoying the smell of the soup. (F)
3. Goha paid the owner a few coins for the smell of the soup. (F)
4. The owner was impressed by Goha's clever response and invited him inside to share the soup. (T)
5. The owner believed that good food tastes better when shared with others. (T)

5 Read and complete the summary with the words in the box.

1. restaurant
2. smell
3. coins
4. share

smell - coins - restaurant - share

One day, Goha was hungry but didn't have enough money to buy food. He smelled delicious soup from a (1) restaurant. He sat outside, enjoying the (2) smell of it. The owner asked Goha to pay for the smell. Goha cleverly offered to pay with the sound of his (3) coins. The owner laughed and invited him in to (4) share the soup.

6 Read, think, and answer.

1. Why did Goha sit outside the restaurant?
2. How was Goha clever in solving the problem?
3. What lesson do we learn from this story?

1. Because he was hungry and enjoying the smell of the soup.
2. He paid for the smell with the sound of his coins.
3. Sharing makes things better and brings people together.

7 Work in groups. Write 2-3 sentences about "Sharing with others".

Sharing with others is a kind and helpful habit. It makes people happy and builds strong friendships. Sharing also teaches us to care about others and work together.

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Pronunciation

1 Read and learn.

Short vowel sounds are pronounced quickly and not pronounced as their letter name, like the "a" in "hat".
Long vowel sounds are pronounced the same way as their letter name, like the "a" in "plate".

2 Listen, look, and circle the correct word.

1. pot
2. plate
3. home
4. heat
5. pen
6. feed

feed - pot

plate - cat

home - hot

hat - heat

pen - bean

rat - feed

3 Read, sort, and write the words from activity 2.

Short vowels	Long vowels
hat,	plate,
pen	home,
hot	heat,
cat	feed
pot	bean
rat	

4 Listen and complete with long vowel words.

1. Hany went ..... and changed into his best clothes.
2. The children ..... their cat in the morning.
3. I washed the ..... after dinner.

1. home
2. feed
3. plate

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Lesson 4

Writing

Sequence Words

1 Think and answer.

How can you stay healthy?

My Healthy Life

Having a daily routine is important. Let me tell you about my healthy habits and how they help me stay strong.

Every day, I follow the same routine. **First**, I wake up early at 6:00 a.m. and brush my teeth. I wash my face and get dressed for school. **Next**, I have a healthy breakfast, including milk and fruit.

Then, I go to school, where I study and play with my friends. During break time, I eat a healthy snack and drink water. **After school**, I have lunch with my family.

After that, I do my homework and then play sports for one hour. In the evening, I take a shower and have dinner. **Finally**, I go to bed at 9:00 p.m. because sleeping early keeps me healthy.

2 Read and order the events using sequence words.

First - Next - Then - After that - Finally - After school

1. ....., I wake up early at 6:00 a.m. and brush my teeth.
2. ....., I go to school, where I study and play with my friends.
3. ....., I have a healthy breakfast, including milk and fruit.
4. ....., I go to bed at 9:00 p.m.
5. ....., I do my homework and then play sports for one hour.
6. ....., I have lunch with my family.

1. First
2. Then
3. Next
4. Finally
5. After school
6. After that

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Tip!

Sequence words help us show the order of actions or events. They tell us what happens at the beginning, in the middle, and at the end. They are:

~~First,~~ ... Next, ... Then, ... After that, ... Finally, ...

3 Fill in your daily routine.

First : First, I wake up early and brush my teeth.

Next : I eat a healthy breakfast.

Then : I go to school and study.

After that : I eat lunch with my family.

After school : I do my homework and play.

Finally : I take a shower and go to bed.

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4 Work with a partner. Show your writing and ask for their daily routine.

This is my daily routine. What's yours?

I wake up early and brush my teeth. Then,...

Think

Why is sequence important?

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Lesson 5

Think and Create
A Presentation

احمد الشلقامى

1 **Prepare a presentation about healthy eating habits. Share your presentation with the class.**

1. Speak clearly and slowly so your friends can understand you.
2. Share your presentation with the class.

Make sure to ...

- Use clear headings.
- Add pictures.
- Keep the text simple.
- Speak for 3-5 minutes.

2 **Give your feedback: Circle stars (1-5) to rate. Add a comment if you need to.**

1 star = poor	"Good job"
2 stars = fair	"Excellent"
3 stars = good	"Well done"
4 stars = very good	"Please speak louder"
5 stars = excellent	"Work a little harder"

1st group ☆☆☆☆☆

2nd group ☆☆☆☆☆

3rd group ☆☆☆☆☆

Title: Healthy Eating Habits
First: I eat breakfast every day. I choose healthy food like eggs, fruit, and brown bread.
Next: I drink water instead of sugary drinks. Water keeps my body strong.
Then: For lunch and dinner, I eat vegetables, rice, and some meat or fish.
After that: I don't eat too many sweets or junk food.
Finally: I go to bed early, because good sleep helps my body stay healthy.

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Quick Review

1 Complete the sentences.

1. I use my eyes to ..... .

2. I use my ears to ..... .

3. I use my nose to ..... .

4. I use my tongue to ..... .

5. I use my hands to ..... .

1. see
2. hear
3. smell
4. taste
5. touch

2 Read and correct the underlined mistakes.

1. We <u>sees</u> with our eyes. ..... see
2. Ali <u>eat</u> healthy food every day. ..... eats
3. My sister and I <u>sleeps</u> early every night. ..... sleep
4. Layla <u>drink</u> water every morning. ..... drinks

3 Write about three healthy habits you do daily.

1. ..... I brush my teeth every morning. .....
2. ..... I eat fruits and vegetables. .....
3. ..... I sleep early at night. .....

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Self - Assessment

Now I can ...

Identify the five senses.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

short vowels		long vowels	
(a) → /æ/	hat	(a) → /eɪ/	plate
(o) → /ɑ:/	pot	(o) → /oʊ/	home
(e) → /e/	pen	(e) → /i:/	feed

I got it ☐ I'm not sure ☐ I need help ☐

Talk about daily habits and routines.

- Examples:
  - I play sports **after school**.
  - He brushes his teeth **every day**.

I got it ☐ I'm not sure ☐ I need help ☐

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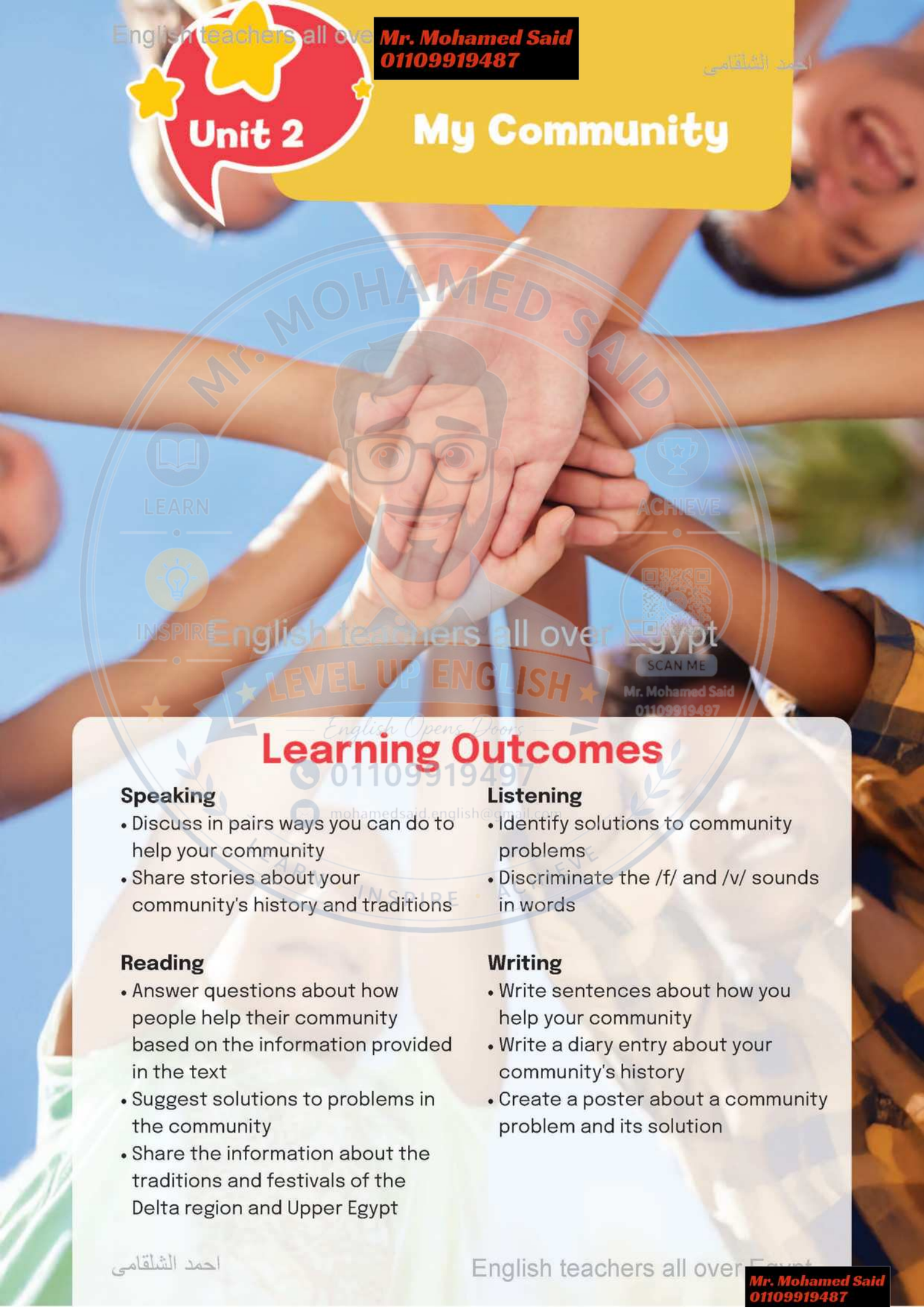
Unit 2

My Community



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Learning Outcomes

Speaking

- Discuss in pairs ways you can do to help your community
- Share stories about your community's history and traditions

Listening

- Identify solutions to community problems
- Discriminate the /f/ and /v/ sounds in words

Reading

- Answer questions about how people help their community based on the information provided in the text
- Suggest solutions to problems in the community
- Share the information about the traditions and festivals of the Delta region and Upper Egypt

Writing

- Write sentences about how you help your community
- Write a diary entry about your community's history
- Create a poster about a community problem and its solution

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Lesson 1

Helping the Community

1 Read and answer the question.

How can we help others?

2 Listen, look, and repeat.

collect

plant

clean

help

feed

volunteer

3 Read and complete the sentences with the words in the box.

plant - feed - collect - help - clean - volunteer

1. We ..... to help in the park.
2. We ..... the streets and ..... bottles.
3. We ..... flowers and trees.
4. We ..... the ducks.
5. It is fun to ..... and make the park nice for everyone.

1. volunteer
2. clean _ collect
3. plant
4. feed
5. help

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"Helping Hands"

4 Listen and read.

Amira and Adam are talking about how they help their community.

Amira : Hello, Adam! What do you do to **help** our **community**?
Adam : Hello, Amira! I **clean trash** from the streets with my friends every Saturday.
Amira : That's cool! Do you **plant trees**?
Adam : Yes, I do. I plant trees in the park.
Amira : That's nice! Do you do other things to help?
Adam : Yes! Sometimes, I **feed the dogs and cats**. I feel so happy when I **give** them food!
Amira : Does your sister help too?
Adam : Yes, she does! She helps our **neighbors**, and she **volunteers** at the **community park**.
Amira : Wow! You both do a great job!
Adam : Thanks! What about you? How do you help?
Amira : I collect **clothes** and **give** them to people who need them.
Adam : That's great! When we all help, we make our community great.

5 Listen again and answer.

1. What does Adam do on Saturdays?

1. He cleans trash from the streets with his friends.

2. What does Adam plant?

2. He plants trees.

3. What does Amira do with clothes?

3. She collects clothes and gives them to people who need them.

4. What happens when we all help?

4. We make our community great.

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6 Listen and number.

7 Read and complete.

1. They ..... the park on Fridays.
2. She ..... at the community garden.
3. They ..... flowers and trees in the park.
4. We ..... our neighbors.
5. He ..... the dogs in his street.
6. Hana and Youssef ..... clothes from people.

1. clean
2. volunteers
3. plant
4. help
5. feeds
6. collect

8 Read and think.

- What do you do to help your community?

1. I collect trash and plant trees.

- Where do you help?

2. I help in the park and in my neighborhood.

- Who do you help?

3. I help my neighbors and animals.

- Why do you help your community?

4. Because I want my community to be clean and happy.

Think

What would happen if we didn't help?

Our community would be dirty and people would not feel safe or happy.

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Lesson 2

Community Problems and Solutions

1 Read the question and check (✔) the best answer.

What is the best way to reduce traffic?

a. Leave the car engines running. ☐

b. Walk or cycle for short distances. ✔

c. Buy a car for each member of the family. ☐

2 Read the text.

"Ali and Mona Make a Difference"

Ali : Our **community** has many **problems**, so let's talk about them.

Mona : OK! Let's also discuss **solutions** to **fix** them.

Ali : The first problem is **traffic**. Cars don't move quickly in the morning, especially near schools.

Mona : Do you know how to **solve** this **problem**?

Ali : Yes, I think so. We don't need to use cars every day. **We can take the school bus instead**. There will be **fewer cars** on the road.

Mona : That's right! The second problem is **trash**. Some people don't put **trash** in **bins**, so the streets look **dirty**.

Mona : Does your street have this problem?

Ali : Not anymore. Our neighbors **don't throw trash** on the **ground**. We put new bins everywhere. Everyone uses them, and now our street is very clean!

Mona : That's great!

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3 Read and match.

Problems	Solutions
1 Traffic is bad near schools.	a Put bins everywhere.
2 Trash is thrown on the ground.	b Use the school bus instead of cars.

4 Read and write T (True) or F (False).

1. Traffic happens because there are many cars on the road. (T)
2. Throwing trash on the ground makes the streets clean. (F)
3. Traffic is not a problem near schools in the morning. (F)
4. Ali's street has new bins. Everyone uses them now. (T)

5 Read and complete the sentences with the words in the box.

ground – bins – schools – traffic

1. The bus helps reduce ..... .
2. Our neighbors don't throw trash on the ..... .
3. Cars don't move quickly near ..... .
4. Everyone uses trash ..... in my community.

1. traffic
2. ground
3. schools
4. bins

6 Think and discuss.

Can you think of a solution to another problem in your community?

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Language in use

Present Simple

Use the present simple for daily habits and routines.

To form this tense in the negative:

- We use ***don't*** (***do not***) with ***I***, ***you***, ***we***, ***they***, or ***a plural noun*** followed by the infinitive form of the verb.

Example: Cars **don't move** quickly in the morning.

- We use ***doesn't*** (***does not***) with ***he***, ***she***, ***it***, or ***a singular noun*** followed by the infinitive form of the verb.

Example: She **doesn't need** to use cars every day.

To form the question:

- We use ***do*** with ***I***, ***you***, ***we***, ***they***, or a **plural noun** followed by the infinitive form of the verb.

Example: **Do** you **know** how to solve this problem?

- We use ***does*** with ***he***, ***she***, ***it***, or a **singular noun** followed by the infinitive form of the verb.

Example: **Does** your street **have** this problem?

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7 **Read and correct the mistake.**

1. She don't like pollution. (.....doesn't.....)
2. They doesn't use trash bins. (.....don't.....)
3. Do he take the bus to school? (.....Does.....)
4. Does cars move quickly in the morning? (.....Do.....)

8 **Look and rewrite the following sentences in negative and question forms.**

1. We need to use cars every day. (**Negative**)

.....1. We don't need to use cars every day.....

2. Yes, they take the bus to school. (**Question**)

.....2. Do they take the bus to school?.....

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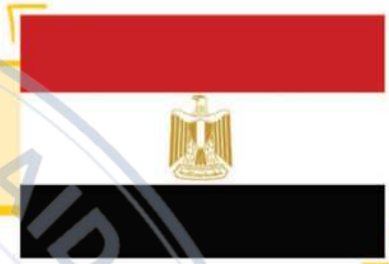
Lesson 3

Egypt
My Culture

1 Look and answer.

1. Which part of Egypt are you from?
2. Do you live in a city or a village?



2 Read. Then, answer the questions.

Egypt has two special regions: **the Delta** in the **north** and **Upper Egypt** in the **south**. Each region has its **traditions** and **culture**.

In the Delta region, they **celebrate** the **Spring Festival** with colorful decorations and special foods. Farmers grow rice and cotton. Many people work in factories and make beautiful crafts. Women are known for making clothes.

In **Upper Egypt**, life is different. People celebrate the **sugar cane harvest** with big festivals. They make pottery and weave **colorful carpets** by hand. Families **sing traditional songs** and **tell old stories**. In some places like **Nubia**, houses are painted in bright colors and have special designs.

In the **Delta** region, men wear **galabeyas** or **modern clothes** like pants and shirts. Women wear stylish dresses or **traditional outfits** for special **events**.

In **Upper Egypt**, men also wear galabeyas and sometimes **turbans**. Women wear colorful dresses.

Even though the two places have some differences, they share many of the same traditions. **Egyptians** are **proud of** their **culture** and love to celebrate it together!

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3 Read and write T (True) or F (False).

1. Upper Egypt is in the south. ( ) T
2. People grow sugar cane in the Delta. ( ) F
3. Houses are painted in bright colors in Nubia. ( ) T
4. Nobody makes crafts in the Delta region. ( ) F

4 Choose the correct answer from a, b, c or d.

1. The two regions of Egypt are ..... .
   a. Cairo and Alexandria
   b. Upper Egypt and the Delta
   c. the desert and the Nile
   d. the Red Sea and the Mediterranean Sea

2. People in Upper Egypt celebrate ..... .
   a. the Spring Festival
   b. the sugar cane harvest
   c. the cotton harvest
   d. the rice festival

3. The houses in Nubia ..... .
   a. are made of glass
   b. have special designs
   c. are very tall
   d. are built underwater

4. Egyptians are proud of their ....., and they love to celebrate together.
   a. culture
   b. songs
   c. carpets
   d. factories

1. Upper Egypt and the Delta
2. the Spring Festival
3. have special designs
4. culture

5 Group discussion.

Sit in small groups and discuss your traditions and celebrations.

- What festivals do you celebrate?
- How do you celebrate with your family?

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Pronunciation

1 Read and learn.

The /f/ sound is voiceless–your throat doesn't vibrate, like in "fish".

The /v/ sound is voiced–your throat vibrates, like in "van".

2 Listen, say, and write.

1. van
2. factory
3. vest
4. forest
5. frog
6. flag
7. violin
8. view

– an

– actory

– est

– orest

– rog

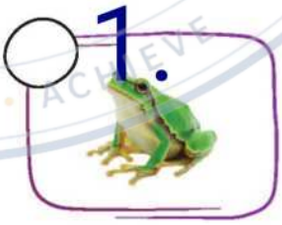
– lag

– iolin

– iew

3 Match the words to the pictures.

1 frog 2 view 3 factory 4 van



4 Read and sort the words.

forest – violin – flag – vest

/f/	/v/
forest – flag	violin – vest

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Tip!

A **prefix** is a small group of letters added to the beginning of a word to change its meaning.

dis = not or opposite — Example: like → **dis**like

il = not — Example: legal → **il**legal

ir = not — Example: regular → **ir**regular

5 Read and match the words with their opposites.

Word	Opposite (with prefix)
1 appear	a irresponsible
2 logical	b dishonest
3 responsible	c irrelevant
4 honest	d illogical
5 legal	e disappear
6 relevant	f illegal

1 → disappear
2 → illogical
3 → irresponsible
4 → dishonest
5 → illegal
6 → irrelevant

6 Choose the correct answer from a, b, c or d.

1. What Omar says is ..... It doesn't make sense.
   a. illogical **b.** appear **c.** dishonest **d.** dislike
2. The teacher says my question is ..... to the lesson.
   a. legal **b.** irrelevant **c.** appear **d.** irresponsible
3. The cat always ..... after eating all the food.
   a. irregular **b.** disappears **c.** illegal **d.** dishonest

1. illogical
2. irrelevant
3. disappears

7 Read and complete the sentences using the opposite (prefixes) of the given word.

1. It is ..... to drive here. **(legal)**
2. He ..... loud noise. **(like)**
3. The verb "see" has an ..... past form. **(regular)**
4. The students are ..... . Their classroom is very dirty. **(responsible)**

1. illegal
2. dislikes
3. irregular
4. irresponsible

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Lesson 4

Writing
A Diary Entry

1 Think and answer.

What stories do old buildings tell us?

March 15, 2025

Dear diary,

Today, Grandpa told me amazing stories about our community's **history**. Fifty **years ago**, our **neighborhood** was very different! Where our big supermarket stands now, there was a beautiful **old** market with wooden stalls. People sold fresh fruits and vegetables every morning.

The tall buildings **weren't here then**. Instead, there were small houses with beautiful gardens. Everyone knew their neighbors, and children played safely in the streets. There was even a small **train station** where our park is now!

Grandpa showed me **old photos**. I saw the **old school** that still **stands** today. He said people helped to build it together many **years ago**. It makes me proud to know our community has such a **rich history**.

Yours truly,

Hana

2 Choose the correct answer from a, b, c, or d.

1. What did the neighborhood look like 50 years ago?
   - **a.** Tall buildings and busy streets.
   - **b.** Small houses with beautiful gardens.
   - **c.** Big shopping malls and lots of cars.
   - **d.** Quiet farms and lots of animals.

2. What did the community do together many years ago?
   - **a.** They built the supermarket.
   - **b.** They built the school.
   - **c.** They built the park.
   - **d.** They built the library.

1. *Small houses with beautiful gardens.*
2. *They built the school.*

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Tip!

How to Write a Diary Entry

1. Start with the date:

Write the date at the top of your page.

2. Write a greeting:

The greeting can be "Dear diary," or "Hello diary,".

3. Add details:

Who you talked to, what you heard, and how you felt.

4. End with a closing:

Finish your diary with "Yours truly, and your name".

3 Write a diary entry about your community's history.

Date:

Dear diary,

Paragraph 1: What did you learn about your community's past?

Paragraph 2: What was different then? What buildings or places changed?

Paragraph 3: What makes you proud of your community's history?

Paragraph 4: What more do you want to know?

Yours truly,

Name:

Date: March 20, 2025
Dear diary,

Today, Grandpa told me about our town. A long time ago, there were small houses and trees. There was no supermarket. There was a small market. People were friendly and helped each other. I feel happy and proud of my town. I want to know more about the old school!
Yours truly,
Omar

4 Exchange your diary with a classmate and check (✓) these points:

the date	☐	the greeting	☐
the details	☐	the closing	☐

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Lesson 5

Think and Create
A Poster

1 Look at the poster about ways to stop air pollution.

2 Work in groups to make a poster.

Make a poster about ways to solve a community problem.

1. Choose a problem in your commu
2. Find information for your poster.
3. Design your poster.

Your poster sh

a. A clear title
b. Pictures or drawings
c. 2-3 solutions

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Quick Review

1 Look and write.

She feeds the dog.

He collects trash.

He helps his neighbour.

He plants trees.

They volunteer at the community park.

He cleans the park.

2 Read and complete with do/does or don't/doesn't.

1. I ..... go to school by car. — don't
2. ..... they collect plastic bottles from the street? — Do
3. He ..... throw trash in the bin. — doesn't
4. ..... she help her community? — Does
5. ..... you volunteer? — Do

3 Read and write T (True) or F (False).

1. When we all help, we make our community great. (T)
2. In Upper Egypt, men wear galabeyas. (T)
3. Cars move very quickly in the morning. (F)
4. Fifty years ago, the neighborhood was different. (T)
5. You should walk or cycle to school to stop air pollution. (T)

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Self - Assessment

Now I can ...

Identify vocabulary about helping the community.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

/f/ frog - forest - factory - flag

/v/ van - violin - view - vest

I got it ☐ I'm not sure ☐ I need help ☐

Use the present simple tense in negative and question forms.

- Examples:
  - Cars **don't move** quickly in the morning.
  - **Do** you **know** how to solve this problem**?**

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 3

Animals in Our World

Learning Outcomes

Speaking

- Describe animals and their daily habits
- Use comparative adjectives to compare different animals

Listening

- Understand basic conversations about animals
- Discriminate between the consonant blends */fr/ /dr/ /pl/*

Reading

- Identify animals' habits in a simple text
- Identify a short story with a moral lesson to get the main idea
- Discuss the moral lessons in a short story

Writing

- Draft a basic report about endangered animals
- Plan a research project about a forest animal

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Lesson 1

Let's Meet the Animals!

1 Look, point, and circle.

1. First, point to the animal with the long neck.
2. Next, circle the one with the big ears.

2 Listen, look, and repeat.

lion

monkey

elephant

giraffe

zebra

bear

3 Read and match the animals to their description.

1. → d	1 The giraffe	a. It is big and gray. It uses its trunk to spray water on its body.
2. → f	2 The bear	b. It is small and has a long tail. It climbs trees.
3. → b	3 The monkey	c. It has a striped coat. It runs in groups.
4. → c	4 The zebra	d. It has a spotted coat. It eats leaves from tall trees.
5. → e	5 The lion	e. It has yellow fur. It hunts animals at night.
6. → a	6 The elephant	f. It has thick fur and sharp claws. It catches fish.

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"A Day at the Forest Park"

4 Listen and read.

Omar and Nadia are talking about animals at the forest park.

Omar : Hi, Nadia! What does your dad do at the **forest park**?
Nadia : He works as a **forest guide**. He shows visitors the animals.
Omar : Do you usually go with him?
Nadia : Sometimes.
Omar : What animals do visitors see?
Nadia : Lots of them! They see **elephants** drinking water and **monkeys** climbing trees.

Omar : That's interesting! Do they see **lions**, too?
Nadia : Yes, and **giraffes** as well.
Omar : **Lions** often hunt at night and sleep during the day. **Giraffes** eat leaves from tall trees.
Nadia : That's right! How do you know all of this?
Omar : I watch a TV program about animals.
Nadia : Would you like to visit the **forest park**?
Omar : Sure! It must be amazing to see all those **animals** up close.

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5 Listen again and answer.

1. What does Nadia's dad do at the forest park?

1. He works as a forest guide.

2. Does Nadia always go with her dad to the forest park?

2. No, sometimes. // No,she doesn't.

3. When do lions often hunt?

3. They hunt at night.

4. What do giraffes eat?

4. They eat leaves from tall trees.

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6 **Listen and circle the correct answer.**

1. The elephant **drinks/runs** lots of water.
2. The monkey **drinks/climbs** trees.
3. The zebra **catches/runs** in groups.
4. The bear **catches/climbs** fish.

1. drinks
2. climbs
3. runs
4. catches

7 **Read, guess, and write.**

1. I'm tall and have a long neck;
   I eat leaves from trees up high.
   What am I? .....
2. I'm the king of the jungle land;
   I often hunt at night.
   What am I? .....

1. A giraffe
2. A lion

8 **Read and complete using the adjectives in the box.**

striped - heavy - thick - long

1. The elephant has a ..... trunk.
2. The monkey has a ..... tail.
3. The bear has ..... fur.
4. The zebra has a ..... coat.

1. heavy
2. long
3. thick
4. striped

9 **Work with your partner. Write a short story about animals using the verbs from exercise 6 and the adjectives from exercise 8.**

One day, we went to the forest park. We saw a big elephant. It drinks lots of water. We saw a monkey. It has a long tail. It climbs trees. A bear was near the river. It has thick fur. It catches fish. Then we saw a zebra. It has a striped coat. It runs fast. We were very happy to see the animals!

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Lesson 2

Taking Care of Animals

1 Look at the pictures. Then, discuss the questions.

a

b

1. How should we exercise our pets?
2. What should we do to keep our pets healthy?

2 Read the text. How do vets and forest officers help animals?

Helping Animals

Animals need our help to stay healthy and safe. Some animals live in the wild, while others live in zoos or homes. Each animal **needs special care** to live well.

Zoo animals need special attention. **Elephants need** bigger spaces than monkeys to move around. **Lions eat a lot of food** to stay stronger than other animals. **Giraffes need** taller trees to reach their food. **Vets** often check their health.

Wild animals face different **challenges**. Their homes are getting smaller because of new cities. They **need clean** water and **safe places** to live. **Forest officers** now work harder than before to protect these animals and their homes.

Pets need daily care from their **owners**. **Dogs** need exercise. **Rabbits** eat fresh vegetables, and they are healthier than other animals. **Birds** need cleaner cages than other animals.

Everyone can help protect animals in simple ways. Small acts of kindness make our world better. When we care for animals, we create a safer place for them. Being kind to animals teaches us to be better people. Together, we can make their lives happier and healthier.

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3 Read the text again and match.

b 1. They have pets or animals at home. **a.** forest officers

c 2. They often check animals' health. **b.** owners

a 3. They work hard to protect animals and their homes. **c.** vets

4 Choose the correct answer from a, b, c, or d.

1. Elephants need ..... than monkeys.
   a. smaller spaces **b.** bigger spaces **c.** cleaner water **d.** taller trees
2. Wild animals need ..... and safe homes to live well.
   a. bigger cities **b.** hotter food **c.** clean water **d.** smaller cages
3. Pets need ..... care from their owners.
   a. weekly **b.** daily **c.** monthly **d.** yearly
4. Everyone can help protect animals by ..... .
   a. keeping them in zoos
   b. showing kindness and caring for them
   c. avoiding them
   d. feeding them only once a week

1. *bigger spaces*
2. *clean water*
3. *daily*
4. *showing kindness and caring for them*

5 Read, think, and answer.

1. What do lions need?
1. They need a lot of food to stay strong.
2. Why do dogs need some exercise?
2. Because it helps them stay healthy.
3. Why is being kind to animals important?
3. Because it makes the world better and teaches us to be better people.

6 Work in groups. Discuss and role-play.

You are a vet. Give advice to someone who wants to keep a rabbit at home.

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Language in use

Comparative Adjectives

We use **comparative adjectives** to compare **two** people, things, animals, etc.

Comparative forms with short adjectives.

Add: -er to the end of the adjective:

- short → short**er**
- clean → clean**er**

Example: A zebra is **shorter than** a giraffe.

If an adjective ends in a vowel and a consonant, double the consonant before you add -er

- big → big**ger**

Example: Bears are **bigger than** dogs.

If an adjective ends in -e, we add -r to the end of the adjective:

- safe → safe**r**

Example: Cats are **safer than** lions.

If an adjective ends in a consonant and -y, change -y to -i and add -er

- healthy → health**ier**

Example: Rabbits are **healthier than** other animals.

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7 Read and write the correct form of the word(s) between brackets.

1. Elephants are ..... (big) than monkeys.
2. The weather today is ..... (cold) than yesterday.
3. He is ..... (tall) than his brother.
4. Marwa is ..... (lazy) than her sister.

1.bigger
2.colder
3.taller
4.lazier

8 Make sentences to describe the pictures using comparative adjectives (*big - tall - strong*).

1. The elephant is bigger than the monkey.
2. The giraffe is taller than the zebra.
3. The lion is stronger than the rabbit.

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Lesson 3

Story Time

The Old Lion and The Fox

1 Listen and read. *How did the fox know it was in danger?*

Once there was an old **lion** who couldn't **hunt** anymore. He was too **weak** to **catch** animals for food. So, he thought of a clever **trick**. The lion went into his cave and **pretended** to be very sick. He lay down and called out, "Oh! I am so sick! Please, come visit me before I die!"

Many **animals** heard about the sick lion. One by one, they went into his **cave** to visit him. But none of them came out! The lion was **catching** and **eating** each visitor.

A wise **fox** came near the cave. He saw many **footprints** going in, but none coming out. The fox stood at the cave entrance and said, "Hello, dear lion! How are you feeling?"

"Oh, dear fox!" said the lion. "I am very sick. Please come in and visit me!"

The fox looked at the footprints again and replied, "Thank you, but I can see that many animals went into your cave, but none came out. I **learn** from the mistakes of others!"

And with that, the wise fox ran away safely, laughing at the lion's trick.

Think

Why should we learn from the mistakes of others?

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2 Look at the picture. Then, answer.

Do you think all animals are friendly?
Why? or Why not?

3 Read the descriptions in the story and write the number.

1. A fox is a small, quick animal with a fluffy tail and red-brown fur.
2. A cave is a large hole in a mountain where animals can live.
3. Footprints are marks left by feet.

4 Match the verbs in bold to their meanings.

1 **hunt**	a. put yourself on a surface, like the ground or a bed
2 **pretended**	b. look for and catch animals for food
3 **lay down**	c. acted like something was true when it wasn't

1. hunt → b
2. pretended → c
3. lay down → a

Tip!

Many stories have a moral. The moral is the lesson a story teaches us. It helps us understand what is right and what is wrong.

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5 Read and write T (True) or F (False).

1. The lion was young and strong. ( )
2. The lion pretended to be sick. ( )
3. The fox went into the cave. ( )
4. The fox saw footprints going into the cave. ( )
5. Many animals came out of the cave after visiting the lion. ( )

1. F
2. T
3. F
4. T
5. F

6 Read and complete the summary with the words in the box.

pretended - cave - hunt - footprints

There was an old lion. He was very weak and couldn't (1) ..... . He tricked animals and (2) ..... to be sick in his cave. He called to the animals and asked them to visit him before he died. Many animals entered and never returned. A wise fox noticed the one-way (3) ..... . He didn't go into the (4) ..... and ran away safely.

1. hunt
2. pretended
3. footprints
4. cave

7 Read, think, and answer.

1. Why did the lion trick the animals?
1. Because he was too weak to hunt.
2. What did the lion do to the animals that came into his cave?
2. He caught and ate them.
3. What made the fox wiser than the other animals?
3. He looked at the footprints and didn't go inside the cave.

8 Work in groups of 4 and discuss.

It's important to learn from the mistakes of others. Can you remember a time when you learned from a mistake?

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Pronunciation

1 Read and learn.

When you blend, you join two or more sounds together to read a word, like "drum" and "fruit".

2 Listen and write the missing letters to blend.

1. frown
2. drum
3. plane
4. plant
5. draw
6. fruit

– – own

– – um

– – ane

– – ant

– – aw

– – uit

3 Listen, circle, and repeat the word that starts with the blend you hear.

1. dog / frown / log
2. draw / think / sink
3. ball / school / plant

1. frown
2. draw
3. plant

4 Read, sort, and write the words in bold in the correct blend group.

1. I can hit the **drum** easily.
2. She has a nice **plant** in her room.
3. Adam likes eating **fruit** every day.

fr–: fruit

dr–: drum

pl–: plant

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Lesson 4

Writing

A Research Report

A Research Report: Endangered Animals

1 Think and answer.

Why should we protect animals?

Endangered Animals

Many animals around the world are in danger of disappearing forever. These animals are called **endangered species**. Here are some important facts about endangered animals.

The **Arabian Leopard** is one of the most endangered animals in Egypt and the Middle East. Less than 200 of these beautiful cats remain in the wild. One reason is that these animals are in danger because people build houses in their habitats.

The **Red Sea Dugong** is another endangered animal in Egypt. These gentle sea animals eat sea grass. They are in danger because of pollution and fishing nets.

To help these animals, we need to:

- **protect** their homes.
- **stop** pollution.
- **create** safe areas.
- **teach** people about them.

If we don't act now, these amazing animals could disappear forever.

Think

What will happen if we don't help these animals?

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Tip!

A Good Report Has:

1. Clear Title
2. Introduction
3. Facts and Information
4. Examples
5. Solutions
6. Conclusion

2 Read and match.

1 Many animals are in danger of disappearing.	a. title	1 → b
2 The Red Sea Dugong is an endangered animal.	b. introduction	2 → c
3 Endangered Animals	c. example	3 → a
4 To help these animals, stop pollution.	d. solution	4 → d

3 Write a report about another endangered animal.

1. First, choose an animal.
2. Then, research facts about it.
3. After that, write your report on the next page.

4 Work with a partner. Exchange reports.

Check (✔) these points:

1. A clear title ☐
2. All parts included ☐
3. Correct facts ☐
4. Good organization ☐

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Title: **The Panda**

Introduction: Write and describe the animal you chose.

The panda is a big black and white animal. It eats bamboo.

Paragraph 1: Write about why it is endangered.

The panda is in danger because people cut trees.

Paragraph 2: Write about how we can help it.

We can help pandas by planting trees and keeping them safe.

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Conclusion: Write about what will happen if we don't save it.

If we don't help the panda, it will die. We will not see pandas again.

-End-

Let's Draw

Show us the animal you chose to write about.

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Lesson 5

Think and Create

A Collage

1 Read below to make your own collage.

A collage is an artwork made by cutting and pasting photos, paper, cloth, or drawings on a page.

First

Find and cut out photos of endangered animals.

Then

Glue them together. (the pictures are allowed to overlap)

Collage

2 Make your collage and show it to your partner. Ask for their feedback.

"Do you like it?"

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Quick Review

1 Look and write.

1 The elephant has big ears.

2 The lion is strong and brave.

3 The giraffe has a long neck.

4 The zebra has black and white stripes.

5 The monkey can jump and climb.

6 The bear is big and brown.

2 Complete the sentences using the comparative form of the adjectives in the box.

Remember: -y = y +ier and everything else = +er

healthy - small - loud - fast

1. A mouse is ..... than a rabbit.
2. A cheetah is ..... than a turtle.
3. Eating vegetables is ..... than eating junk food.
4. The music is ..... than the conversation.

smaller
faster
healthier
louder

3 Read and answer.

An old lion in a forest pretends to be sick to trick animals, but a wise fox stays safe by learning from the mistakes of others.

1. What is the setting?
2. What does the word "pretend" mean?
3. Underline the phrase that shows the moral.

1. The forest.
2. To act like something is true when it is not.
3. By learning from the mistakes of others.

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Self - Assessment

Now I can ...

Identify the names of animals.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

/fr/ frown - fruit

/dr/ drum - draw

/pl/ plane - plant

I got it ☐ I'm not sure ☐ I need help ☐

Use comparative adjectives.

- Example:
  - A giraffe is taller than a zebra.

I got it ☐ I'm not sure ☐ I need help ☐

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Review 1

1 Read, sort, and write.

hear - monkey - volunteer - taste - giraffe - plant

Sense Verbs	Helping in the Community	Animals
hear	volunteer	monkey
taste	plant	giraffe

2 Choose the correct answer from a, b, c or d.

1. I ..... trash from the garden.
   a. help b. collect c. play d. plant
2. The ..... is black and white.
   a. monkey b. zebra c. bear d. lion
3. I ..... books on the shelf.
   a. see b. taste c. smell d. hear
4. I ..... animals in the zoo.
   a. sell b. sleep c. pay d. feed

collect
zebra
hear
feed

3 Listen, look, and write the missing letters.

dr - - aw

v - est

p - n

fr - own

e

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4 Read and write the correct form of the word(s) between brackets.

1. I ..... **(eats)** breakfast every morning. — eat
2. The cat is ..... **(small)** than the dog. — smaller
3. They ..... **(not play)** football after school. — don't play
4. Does he ..... **(walks)** to work every day? — walk
5. She ..... **(read)** books in the library every day. — reads
6. His house is ..... **(big)** than mine. — bigger

5 Look and write using the comparative form of the adjectives between brackets.

1

The red apple is ..... **(big)** — bigger than the green apple.

2

The green shirt is ..... **(clean)** — cleaner than the blue trousers.

3

The boy is ..... **(tall)** — taller than the girl.

6 Read and follow the instructions between brackets.

1. Yes, the sun rises in the east. **(Change to a question)**

   Does the sun rise in the east ?

2. Mazen rides his bike to school every day. **(Change to a negative)**

   Mazen doesn't ride his bike to school every day

3. No, they don't watch movies on the weekends. **(Change to a question)**

   Do they watch movies on the weekends ?

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7 Read the text and answer the questions.

Animals need our help to stay healthy and safe. Some live in the wild, while others live in zoos or homes. Zoo animals, like elephants and lions, need space, food, and vet checks. Wild animals face challenges, like their homes getting smaller. **They** also need clean water and safe places to live in. Pets, like dogs and rabbits, need daily care, exercise, and fresh food. Birds need clean cages, and all pets need vet visits. We can help by being kind and caring for animals.

A. Choose the correct answer from a, b, c or d.

1. Animals need our help to stay ..... and safe.
   a. sad **b.** hungry **c.** healthy **d.** angry

2. The underlined pronoun "**They**" refers to ..... .
   a. zoo animals **b.** wild animals **c.** pets **d.** habitats

healthy
wild animals

B. Answer the following questions:

3. What do pets need?

Pets need daily care, exercise, fresh food, clean cages (for birds), and vet visits.

4. Summarize the text in one sentence.

Animals need our help to stay healthy and safe by giving them care, food, and clean places to live.

8 Write a diary entry about a day helping your community.

May 5,2025
Today, I helped my community by cleaning the park and giving food to animals. I felt happy because I made a difference.

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Self - Assessment

Now I can ...

Use words about senses.

I got it ☐ I'm not sure ☐ I need help ☐

Use words about helping my community.

I got it ☐ I'm not sure ☐ I need help ☐

Use words about animals.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

short vowels		long vowels	
(a) → /æ/	hat	(a) → /eɪ/	plate
(o) → /ɑ:/	pot	(o) → /oʊ/	home
(e) → /e/	pen	(e) → /i:/	feed

/f/	frog - forest factory - flag
/v/	van - violin view - vest
/fr/	frown - fruit
/dr/	drum - draw
/pl/	plane - plant

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 4

Egypt
My Homeland

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Learning Outcomes

Speaking
- Discuss in groups famous places in Egypt
- Use prepositions of places to talk about different locations

Listening
- Identify key information about a tourist attraction in a conversation
- Discriminate between the pronunciation of the */p/* and */b/* sounds

Reading
- Recognize descriptions of famous places
- Extract key information from travel leaflets
- Read numbers up to a billion

Writing
- Design a basic travel leaflet
- Complete sentences using prepositions of place
- Write a blog post about a famous place in Egypt
- Use prepositions of place to complete sentences

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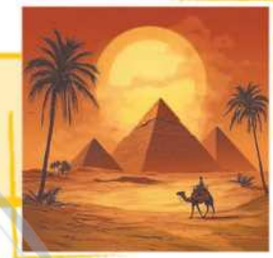
Lesson 1

Places in Egypt

1 Look at the picture.

In which country can you find the Pyramids of Giza?



2 Listen, look, and repeat.

Pyramids

Nile River

Cairo Tower

Siwa Oasis

Egyptian Museum

Khan Al-Khalili Bazaar

3 Read and complete with the words in the box.

Oasis - Bazaar - Nile - Pyramids - Tower

1. The Siwa ..... has lots of trees and water.
2. The ..... River is a very long river in Egypt.
3. The Cairo ..... is very tall. We can see Cairo from the top.
4. We went to the Khan Al-Khalili ..... to buy gifts.
5. People used giant stones to build the ..... .

oasis
Nile
tower
Bazaar
pyramid

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"Exploring Egypt with Ali!"

4 Listen and read.

Ali and John are at the Pyramids talking about Egypt's amazing places.

Ali : Hi, I'm Ali! I work as a **tour guide** in Egypt. **Welcome to Egypt!**

John : Nice to meet you, Ali! I'm John. This is my first time in Egypt.

Ali : You will like it here! The **Pyramids** are very nice. **Tourists** take many **pictures** here.

John : Great! Can I **ride a camel**, too?

Ali : Yes! Many people ride camels near the Pyramids. It's fun!

John : What can we visit after the Pyramids?

Ali : Next, we can visit the **Egyptian Museum.** It has many treasures to see, and history too!

John : I love history! Are there more places to visit?

Ali : Yes! We can go to **Khan Al-Khalili** to buy some **gifts.**

John : That sounds fun!

5 Listen again and answer the questions.

1. Who is Ali?

1. A tour guide in Egypt.

2. What do tourists do at the Pyramids?

2. They take pictures and ride camels.

3. What will Ali and John visit after the Pyramids?

3. The Egyptian Museum.

4. Where will they go to buy gifts? Why?

4. Khan Al-Khalili – to buy gifts.

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6 Look, choose, and write.

Choose one place and write: "I want to visit....."

Pyramids

Nile River

Egyptian Museum

I want to visit the Pyramids.

7 Read and circle the correct answer.

1. The Pyramids/Khan Al-Khalili Bazaar is a busy market.
2. We get water from the Nile River/the Egyptian Museum.
3. Look at the tall Siwa Oasis/Cairo Tower.

1. Khan Al-Khalili Bazaar
2. Nile River
3. Cairo Tower

8 Read and complete.

1. At the **P**_____, tourists can ride camels.
2. The **E**_____ **M**_____ is full of history.
3. Boats sail on the **N**_____ **R**_____.

Pyramids
Egyptian Museum
Nile River

9 Work in groups. Discuss and role-play.

I like to visit the Pyramids.
Which places do you like to visit?

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Lesson 2

My City

1 Listen and write.

hospital - school - library - shopping mall - museum - post office

library

School

shopping mall

post office

hospital

museum

2 Read the text. What can people do at the post office?

The Places We Go in Our City

Our **city** has many important places that help people every day. One important place is the **school**. **Students** go there to learn and meet friends. **Teachers** help them, and the **library** has many **books** to read or **borrow**. Another important place is the **hospital**. **Doctors** and **nurses** help sick people feel better. Next to the hospital is the **post office**, where people send **letters** and **packages** to stay **connected**. The **shopping mall** has many **stores** and **restaurants**. People buy things and eat there. Behind it is a **museum** with **treasures** that teach us about our **history**.

These places make our city a great place to live.

Think

What would happen if a city didn't have one of these places?

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3 Listen and circle the correct place.

1. In **Conversation (1)**, Adam is talking about the ..... .
   a. post office b. hospital
2. In **Conversation (2)**, Dina and Wafaa are in the .....
   a. shopping mall b. museum
3. In **Conversation (3)**, Ola and Farah are going to the ..... .
   a. restaurant b. library

1. hospital
2. museum
3. library

4 Read and complete the text with the words in the box.

shopping mall - borrow - sick - school

There are different places in my town. Young children go to (1) ..... every morning to learn. They can (2) ..... books from the library. When people feel (3) ....., they go to the hospital. People enjoy going to the (4) ..... where many shops sell different things.

1. school
2. borrow
3. sick
4. shopping mall

5 Read and answer.

1. Why is the school important?
   1. Because students go there to learn and meet friends.
2. How do hospitals make people feel better?
   2. Doctors and nurses help sick people feel better.
3. Where can we go to borrow a book?
   3. At the library.

6 Work in groups. Discuss and role-play.

My favorite place is the mall because I buy fun things there. What's your favorite place and why?

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Language in use

Prepositions of Place

Prepositions of place show **where** things are:

The cat is **in** the box.

The cat is **on** the box.

The cat is **in front of** the box.

The cat is **behind** the box.

The cat is **next to** the box.

The cat is **between** the boxes.

7 Read and write the correct preposition.

1. The cat is ..... the box. **next to**
2. The cat is ..... the box. **behind**
3. The cat is ..... the box. **on**
4. I couldn't see the cat because it was ..... the boxes.

8 Look and complete the text with the correct preposition.

This is my living room! My family picture is ..... the wall. My cat is ..... the blue chair. My toy car is ..... the table. The lamp is ..... the TV. The table is ..... the TV. The plant is ..... a book and a notebook.

on
behind
on
next to
under
between

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Lesson 3

The World of Big Numbers

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A billion is a thousand million.

Look and read.

China has one of the world's largest populations. In 1980, the population of China reached about 1,000,000,000, which means 1 billion people.

1 Read and complete using the words in the box.

thousand - hundred million - one - hundred - million

1,000,000,000

billions ..... hundred millions million ten millions ..... hundred thousands thousand ten thousands ..... hundred ..... tens ..... one

2 Read and complete.

If we need to say the number **8,199,590,341**, we say "Eight billion one hundred ninety-nine million five hundred ninety thousand, three hundred and forty-one".

3 Read and write T (True) or F (False).

a. 4,000 is four thousand. (T)

b. 73,000,000 is seventy-three hundred thousand. (F)

c. 7,000,000,000 is seven hundred billion. (F)

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Pronunciation

1 Read and learn

The letter "p" is voiceless. To say it, press your lips together and blow out air. The letter "b" is voiced. To say it, press your lips together and use your voice.

2 Listen, look, and circle the correct word.

bear. bin pond

1 bear - pear

2 pin - bin

3 pond - bond

peak. pan. bat

4 beak - peak

5 ban - pan

6 bat - pat

3 Listen and complete with /p/ or /b/ under each word.

1. -an pan.
2. -in bin.
3. -eak peak
4. -at bat.
5. -ear bear.
6. -ond pond

4 Read, sort, and write the words in bold.

1. The ducks swim in the **pond**.
2. Mom cooks eggs in the **pan**.
3. The **bat** flies at night.
4. We throw our trash in the **bin**.

/b/: ..... - .....

/p/: ..... - .....

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Lesson 4

Writing
A Blog

1 Read Tarek's blog post about St. Catherine Mountain.

A Visit to St. Catherine Mountain

By Tarek
March 15, 2024

Many **tourists visit St. Catherine Mountain** in **South Sinai, Egypt**. They wake up early to climb, and wear warm clothes because it's cold.
Along the way, they see **colorful rocks** and small **plants**, and some **take pictures**.
At the top, they visit the **old monastery** and **learn** about its **history**.
St. Catherine is a popular place for **nature**, **adventure**, and **fun** with friends and family. People can learn about history and enjoy the natural world.

2 Read and circle the correct answer.

1. Where is St. Catherine Mountain? ..... .
   a. North Egypt **b.** South Sinai, Egypt **c.** Cairo, Egypt
2. What do tourists do at the old monastery? .....
   a. sleep **b.** learn **c.** play
3. How is the weather in the morning? ..... .
   a. Hot **b.** Cold **c.** Rainy

1. *South Sinai, Egypt*
2. *learn*
3. *Cold*

Think

Why do people visit natural and historical places like St. Catherine Mountain?

To enjoy nature, learn about history, and have fun with friends and family.

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Tip!

A Good Blog Has

1. A Clear title
2. A Writer's name
3. A Date
4. Pictures/Drawing
5. Interesting details
6. Descriptive words

3 Fill in the lines using the words in the box.

Descriptive words – title – date – writer's name

1. The *title* tells readers what the blog post is about.
2. The *writer's name* shows who wrote the blog post.
3. The *date* shows when the blog post was written.
4. *Descriptive words* help readers imagine and picture what you're writing about, like "**interesting**" and "**popular**".

4 Write your own blog post about a place in Egypt.

Answer these questions to prepare your writing.

- Where is the place?
- What do visitors wear?
- Why is it popular?
- What do visitors like about it?
- What can people see there?
- What do visitors do there?

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Title: A Visit to the Pyramids

Name: Salma

Date: May 5,2025

Write and describe the place you chose.

I went to the Pyramids in Cairo. It is a big and fun place. People wear hats and sunglasses because it is hot.

The Pyramids are very old. Many people visit them. They like to take pictures.

We saw the big Pyramids and the Sphinx. I rode a camel. It was fun!

What else?

The Pyramids are a nice place to go with family.

Why should people visit this place?

Because it is exciting and we can learn about old Egypt.

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Tip!

Remember...

Good descriptive writing uses sense words.

If you write about how the place looks, sounds, smells, and feels like, the reader will be able to imagine it.

If you talk about the beach, you can say: "The air tastes salty."

Check (✔) the following points:

- has a clear title ☐
- includes the writer's name ☐
- shows the date ☐
- has pictures/drawings ☐
- gives interesting details ☐
- has descriptive words ☐

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Lesson 5

Think and Create

A Leaflet

1 Look and read the leaflet about the Siwa Oasis.

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① Welcome to the Siwa Oasis!

② PLACES TO SEE

③

④ **Salt Lake**
swim and take photos

Desert
see sunset

LOCAL FOOD

Sweet dates
fresh from palm trees

Good olive oil
excellent price

WHAT TO WEAR

Daytime
summer clothes

Night time
bring a jacket

⑤ **Book now:** +2010XXXXXXX siwa@trip.com

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Tip!

Remember...

① A **main heading** is the big title at the top.

② A **sub-heading** is the smaller title.

③ An **image** is a photo or drawing.

④ A **detailed description** gives reasons to visit and advice on what to expect.

⑤ A **call to action** is an invitation.

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2 **Read the leaflet again and number.**

sub-heading ☐	detailed description ☐	image ☐
call to action ☐	main heading ☐	

1. Main heading
2. Sub-heading
3. Image
4. Detailed description
5. Call to action

3 **Make a leaflet about another place in Egypt.**

Answer these questions to help you.

1. What is this place?
2. What can you see in this place?
3. What should you wear in this place?
4. How can people go to this place?

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Main Heading: Visit Luxor – The City of History

Sub-heading: A Magical Trip to Ancient Egypt

Detailed Description:
Luxor is in the south of Egypt. It has many temples, like Karnak and Luxor Temple. You can also see the Valley of the Kings. People learn about the ancient kings and the stories of the past.
Wear light clothes and a hat because it is sunny. Take a camera to take pictures.

You can go to Luxor by train, bus, or plane.

Call to Action:
Come and enjoy Luxor! Discover the beauty of ancient Egypt with your family and friends!

1
2
3
4
5

Rate your work:

- I used a main heading and sub-headings. ☆☆☆☆☆
- I added pictures and details. ☆☆☆☆☆

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Quick Review

1 Read and match.

1. Nile → River
2. Egyptian → Museum
3. Khan Al-Khalili → Bazaar
4. Cairo → Tower
5. Siwa → Oasis

1 Nile	a. Oasis
2 Egyptian	b. River
3 Khan Al-Khalili	c. Tower
4 Cairo	d. Museum
5 Siwa	e. Bazaar

2 Look at the pictures and correct the wrong prepositions of place.

1. The house is **behind** the tree and the school.

1. The house is between the tree and the school.

2. The dog is standing **under** the door.

2. The dog is standing in front of the table.

3 Read and answer.

Many tourists visit St. Catherine Mountain in South Sinai, Egypt. They wake up early to climb, and wear warm clothes because it's cold.
Along the way, they see colorful rocks and small plants, and some take pictures. At the top, they visit the old monastery and learn about its history.
St. Catherine is a popular place for nature, adventure, and fun with friends and family. People visit it to learn about history and enjoy the natural world.

1. Where is St. Catherine Mountain located?
   In South Sinai, Egypt.
2. What do tourists wear when they climb the mountain?
   Warm clothes.
3. Why do people visit St. Catherine Mountain?
   To learn about history and enjoy the natural world.

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Self - Assessment

Now I can ...

Identify places in Egypt.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

/p/ peak - pan - pond

/b/ bear - bin - bat

I got it ☐ I'm not sure ☐ I need help ☐

Use the prepositions of place.

- Example:

• The cat is **in** the box.

I got it ☐ I'm not sure ☐ I need help ☐

Read numbers up to a billion.

1,000,000,000

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 5

A Day at Work

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Learning Outcomes

Speaking

- Discuss significance of different jobs/uniforms
- Use superlative adjectives in sentences

Listening

- Identify the roles of different jobs in a conversation
- Produce long vowel sounds with silent 'e'

Reading

- Answer comprehension questions about different jobs according to the information in a reading text
- Identify main ideas in a story setting

Writing

- Write non-fiction texts to reflect the components of a paragraph about jobs
- Provide a different ending to a story

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Lesson 1

Different Jobs

1 Think, answer, and role-play with a partner.

What does your father do? What does he wear?

2 Listen, look, and repeat.

3 Read and complete with the words in the box.

engineer - nurse - police officer - doctor - firefighter

1. A/An ..... wears a white coat.
2. A/An ..... wears a white uniform and a cap.
3. A/An ..... wears a yellow helmet and a vest.
4. A/An ..... wears a blue uniform and a red helmet.
5. A/An ..... wears a blue uniform and a cap.

1. doctor
2. nurse
3. engineer
4. firefighter
5. police officer

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"When I grow up..."

4 Listen and read.

Ms. Hala is talking to her students about what they want to be when they grow up.

Ms. Hala : Good morning, dear students! Let's talk about your costumes.
Sara : I'm a **doctor**. I wear a white coat.
Ms. Hala : What do you do at your job?
Sara : I **help sick people** and check their health.
Ali : I'm an **engineer**. I wear a yellow helmet.
Ms. Hala : What do you do at your job?
Ali : I **design** new buildings.
Talia : I'm a **nurse**. I wear a blue uniform.
Ms. Hala : What do you do at your job?
Talia : I **help the doctors and care for the patients.**
Omar : I'm a **firefighter**. I wear a blue uniform.
Ms. Hala : What do you do at your job?
Omar : I **stop fires** and **save people.**
Ms. Hala : All your jobs are really important. Well done!

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5 Listen again and answer the questions.

1. What are Ms. Hala and the students talking about?

1. They are talking Their costumes and future jobs

2. What does a nurse do?

2. She helps doctors and cares for patients

3. What does an engineer wear?

3. He wears a yellow helmet

4. Why is the job of a firefighter important?

4. Because he stops fires and save people

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6 Read and check (✓).

What do they wear?

1. doctor	: white coat ☑	or	red uniform ☐
2. engineer	: blue cap ☐	or	yellow helmet ☑
3. firefighter	: blue uniform ☑	or	white coat ☐
4. nurse	: red helmet ☐	or	cap ☑

7 Read and match.

1 A nurse	a. protects the people.
2 An engineer ...	b. helps the doctors and patients.
3 A doctor ...	c. designs new buildings.
4 A police officer ...	d. helps sick people.

8 Read and circle the correct answer.

1. A doctor **designs/checks** the health of sick people.
2. A **firefighter/doctor** saves people from fires.
3. An engineer designs **birds/buildings**.

checks
firefighter
buildings

9 Ask and answer.

Work with your partner. Take turns. Think of your favorite job.

What is the job?

What do you wear?

What do you do?

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Jobs I Love!

2 Look at the pictures. Then, answer the questions.

Do you know what their jobs are?
Can you guess what they do?

2 Read the text.

Four Amazing Jobs

Noha is a **mentor**. She does very kind and helpful work! She helps young students learn and grow. "I help shy students become brave," she says. "When they get good marks, it feels so nice. It makes me happy when they do well!"

Amr is a **wildlife photographer**. He has an interesting job! He takes pictures of wild animals. "I find the biggest lions and the smallest birds," he says. "I take great photos in faraway places. Sometimes, I wait a long time to get the best picture!"

Salma works with **puppets**. She has a great job! She uses puppets to tell stories."I do many shows for children," she says. "I love seeing their big smiles and hearing their loud laughs. It's fun when children enjoy the show!"

Adel is a **voice-over actor**. He has an exciting job! He makes voices for cartoons. "I can make high voices and low voices," he says. "I talk very fast or very slow. I make little voices for small characters and loud voices for large ones!"

Think

Is it important for people to enjoy their jobs?

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3 Read and write T (True) or F (False).

1. Noha helps shy students. ( ) 1. T
2. Amr has a safe job. ( ) 2. F
3. Amr needs a camera to do his job. ( ) 3. T
4. Salma makes puppets tell stories. ( ) 4. T
5. Adel is a voice-over actor. ( ) 5. T

4 Read and complete the text with the words in the box.

photo - photographer - dangerous - animals

This is my uncle, Amr. He takes pictures of wild (1) ..... in nature. He is a very smart wildlife (2) ..... . Everyone says that Amr's job is really (3) ..... , but he finds it quite interesting. Sometimes, he waits for a very long time to get the best (4) ..... . He likes wild animals and being in nature.

1. animals
2. photographer
3. dangerous
4. photo

5 Read, think, and answer.

1. How does Noha help shy students?
   1. She helps them learn and feel proud.
2. What is Salma's job?
   2. She tells stories with puppets.
3. Which job do you like the most, and why?
   3. I like Amr's job because I love animals.

6 Work in groups. Discuss and role-play.

I want to work with puppets.
What do you want to be?

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Language in use

Superlative adjectives

Use superlative adjectives to show the greatest degree of something.

To make superlative adjectives, we usually add ***-est*** to the end:

- tall → **the** tall**est**

  Example: This tree is the tallest tree in the park.

If an adjective ends in a vowel and a consonant, double the consonant before adding ***-est*** to the end:

- big → the big**gest**

  Example: I find **the biggest** lions.

When an adjective ends in **-e**, we add ***-st*** to the end:

- nice → the nice**st**

  Example: Mona is **the nicest** friend I have.

If an adjective ends in a consonant and **-y**, we change **-y** to ***-i*** and add ***-est*** to the end:

- happy → **the** happ**iest**

  Example: Nora is **the happiest** girl in the class.

7 Choose the correct answer from a, b, c or d.

1. My grandpa is the ..... person I know.
   a. wiser **b.** wiser than **c.** wisest **d.** wise
2. Ahmed told us the ..... story at the party.
   a. funniest **b.** funny **c.** funnier **d.** fun
3. August is the ..... month of the year.
   a. hot **b.** hotter than **c.** hottest **d.** hotter

1. wisest
2. funniest
3. hottest

8 Read and write the correct form of the word(s) between brackets.

1. She is the ..... **(kind)** mentor.
2. Omar takes the ..... **(great)** photos.
3. My bag is the ..... **(heavy)** bag.

1. kindest
2. greatest
3. heaviest

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Lesson 3

Story Time

"The Last House"

1 **Listen and read. What did the village king ask Sami to do?**

Sami was a **skilled carpenter** who lived in a quiet village. For many years, he built **strong houses** and beautiful **furniture**. People admired his work, and some traveled from far away just to see his **wooden chairs** and **tables**.

After a lifetime of hard work, Sami grew tired. He decided it was time to rest and stop building. But before he could retire, the village king came to him with a request.

"Please **build** one last house," the king said. "It will be your final **gift** to the village."

Sami agreed, but his heart was not in it. He used **weak wood**. He didn't check the **windows** or the **doors**. The windows didn't fit. The doors were crooked. The house looked nothing like his usual careful work.

When the house was finished, Sami gave the **keys** to the king. The king smiled kindly and said, "This house is for you, Sami. It's a gift for all your wonderful work over the years."

Sami stood in shock. His own **poor work** was now his home. His face turned red with **regret**. He had built this house **carelessly**–and now he had to live in it.

From that day on, Sami promised to always give his best, no matter how tired or busy he felt. He slowly **repaired** the house, **board** by board, and made it strong and beautiful again.

And with each **nail** he **hammered**, Sami remembered who he truly was.

Think

Why is it important to always do your best, even when no one is watching?

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2 Think and answer.

What do you think makes someone good at their job?

3 Match the words to their pictures.

1 carpenter 2 gift 3 furniture

a

b

c

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4 Read and complete with the words in the box.

Wooden - promise - Skilled - Fit

1. ..... means to be the right size.
2. ..... means made of wood.
3. ..... means very good at doing something.
4. If you ..... to do something, it means that you will definitely do it.

Fit
wooden
Skilled
promise

5 Work in Pairs. Ask and answer.

1. Have you ever fixed something you didn't do well?

.....

2. If yes, what was it?

.....

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1. skilled
2. a gift for the village
3. weak
4. shocked
5. do our best

6 Read and circle the correct answer.

1. Sami was a **skilled/poor** carpenter.
2. The king asked Sami to build **his own house/a gift for the village**.
3. Sami used **strong/weak** wood to build the house.
4. Sami was **happy/shocked** when he knew the house was for him.
5. The story teaches us to **do our best/stop when tired**.

7 Read and complete the summary with the words in the box.

gift - wood - carpenter - poorly - work

Sami was a skilled (1) _____ who lived in a quiet village. After many years of hard (2) _____, he felt tired and wanted to stop. But the king asked him to build one last house as a (3) _____ to the village. Sami used weak (4) _____ and didn't check the windows or the doors. When the house was finished, the king said it was for him. Sami was shocked. He knew he had worked (5) _____. He felt regret and promised to always do his best.

1. carpenter
2. work
3. gift
4. wood
5. poorly

8 Read, think, and answer.

1. Why did Sami stop working?
   1. Because he felt tired.
2. What did the king want from Sami?
   2. To build one last house as a gift for the village.
3. How did Sami feel when he knew the house was his?
   3. He felt shocked and regretful.

9 Think and change the ending of the story.

Sami agreed, but this time he wanted to try something new.

He worked hard and used strong wood. He made a very nice house.

When he finished, the king said, "This house is for you!"

Sami was very happy. He was glad he did his best.

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Pronunciation

1 Read and learn.

When a silent "-e" comes at the end of a word after one consonant, it makes the vowel before it a long vowel. This is like "rope" and "slide".

2 Listen, look, and number. Then, repeat the words.

2 cube
7 slide
3 stone
8 gate
5 face
rope
6 flute
nine

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3 Write another word with the same long vowel sound.

face	cube	rope
gate	flute	stone

4 Listen and complete with long vowel words. Then repeat the sentences.

1. I play on the ..... in the park. slide
2. My house has a very big ..... . gate
3. My sister can play the ..... . flute

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Lesson 4

Writing
Non-Fiction

1 Read this non-fiction (real-life) story.

What makes someone a hero?

Heroes Who Fight Fires

My neighbor, Omar, is a **firefighter** at our local **fire station**. He wears a thick **protective uniform** with bright yellow stripes and a heavy helmet to keep him safe.

Every day at the station, he checks his **equipment** and keeps the **big red fire truck** ready. He also makes sure everything is **clean** and in the **right place**. When the **alarm** rings, he quickly puts on his **equipment** and rides the truck with his team to help people in **danger**. He uses special **tools** like **water hoses**, **ladders**, and **oxygen tanks** to fight fires and save people.

Omar says the part he likes most about his job is **saving lives** and protecting our community. The work is **dangerous**, but he's proud to be a firefighter because he likes helping others and making a difference.

2 Find and write examples from this non-fiction text.

Protective uniforms: – Thick uniform with bright yellow stripes – Heavy helmet

Tools: – Water hoses – Ladders – Oxygen tanks

Things he likes about his job: – Saving lives – Protecting the community – Helping others – Making a difference

Think

What makes someone a real-life hero?

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Tip!

When you write a non-fiction text, ask yourself:

Is the information true?
Did I make anything up?

Non-Fiction writing should include:

An introductory sentence, like "My neighbor, Omar, is a firefighter at our local fire station."

Details that are all true, like "He wears a thick protective uniform with bright yellow stripes ... ."

Adjectives, like "thick", "special tools", "big red fire truck".

A closing sentence, like "The work is dangerous, but he's proud to be a firefighter."

3 Look at the picture. Then, answer the following questions.

What things does she use at work?
Where does she work?
What does she do every day?
How does she help people?
Why is her job helpful?

1. He teaches English to young students.
2. He works in a big primary school in Cairo.
3. He teaches new words, uses fun games, and helps students with English.
4. He helps students understand and use the English language.
5. Because English helps students learn more and talk to people from other countries.

4 Work with a partner. Write a non-fiction text about anything real. Share it with the class.

What do you think about my non-fiction text?

I think it's good, but you can use stronger adjectives.

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Lesson 5

Think and Create

Origami Art

Origami is an art form that is made by folding paper to make shapes, animals, or objects.

1 Look and learn how to make origami art that shows a job.

Origami is the Japanese art of paper folding. We can create amazing things with just paper!

To make origami art, you need ...

- colored paper squares
- scissors
- markers
- glue
- a ruler

When you make origami art, ...

- choose a job (like a doctor, teacher, nurse).
- pick colored paper that matches the uniform.
- follow the folding instructions.
- add details using markers (like glasses, a watch).

2 In pairs, make an origami of a nurse's uniform. Exchange the uniform with your partner and give them feedback.

The origami has ...

good folds. ☐

correct uniform colors. ☐

nice decoration. ☐

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Quick Review

1 Read, look, and number.

1 nurse 2 firefighter 3 doctor

4 teacher 5 police officer 6 engineer

2 Read and rewrite the sentences using the correct superlative adjective between brackets.

1. I think the teacher's job is the (nice) job.

1. I think the teacher's job is the nicest job.

2. This is the (big) box in the room.

2. This is the biggest box in the room.

3. A firefighter carries the (heavy) tools.

3. A firefighter carries the heaviest tools.

4. Sami built the (weak) house.

4. Sami built the weakest house.

3 Think and answer.

If you can make an origami of a teacher's job, what will it look like?

– A book to show learning
– A chalkboard or whiteboard for teaching
– A desk with tiny paper pencils and notebooks
– A small smiling teacher is helping students

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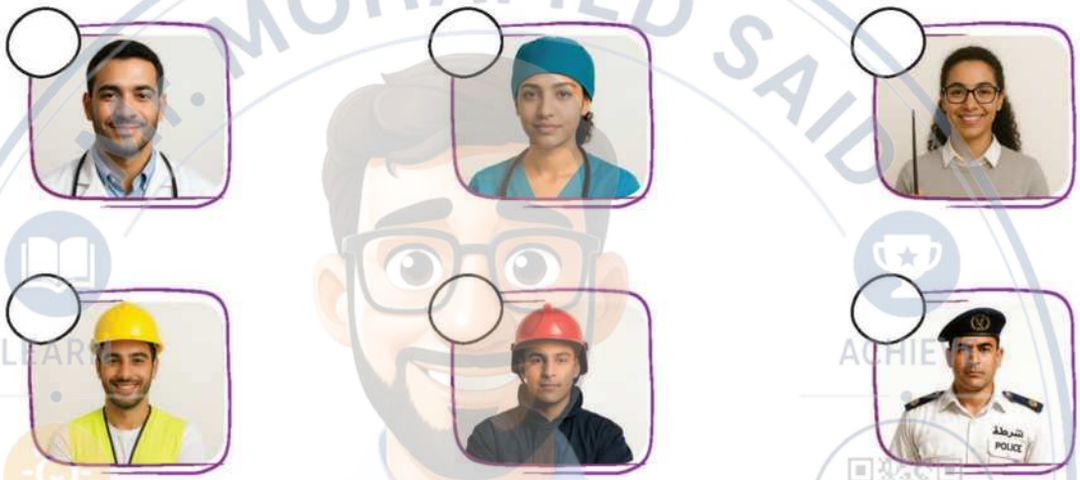
Self - Assessment

Now I can ...

Identify words about jobs.



I got it ☐ I'm not sure ☐ I need help ☐

Say these words:

Long vowels with silent e

cube - face - slide - rope - stone - flute - gate - nine

I got it ☐ I'm not sure ☐ I need help ☐

Use superlative adjectives.

- Example:

  - This tree is **the** **tallest** tree in the park.

I got it ☐ I'm not sure ☐ I need help ☐

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Unit 6

The Hundred Dresses

By: Eleanor Estes

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Learning Outcomes:

Speaking

- Express their favorite character in the story
- Discuss the moral lessons of a story

Listening

- Understand the sequence of events in a narrated story

Reading

- Answer questions about the story setting, character and events
- Identify the elements of a story
- Answer critical questions based on the story's events

Writing

- Write a letter based on the story's events

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Story Vocabulary

dress

closet

playground

competition

drawings

medal

sign

letter

announce

winner

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Definitions

faded	light in color because it is old or used
popular	known by many people
annoying	making you feel unhappy or a little angry
absent	not in a place
notice	to see or hear something
behavior	the way someone acts
expensive	costs a lot of money
bullying	hurting or scaring other people
apologize	to say "I'm sorry" when you do something wrong

Characters

Wanda

Peggy

Maddie

Miss Mason

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In a small school, there was a girl named Wanda. She was a quiet girl who sat in the back of the classroom. Wanda always wore the same faded blue **dress** every day. Despite this, Wanda told everyone she had a hundred beautiful dresses at home, all lined up in her **closet**.

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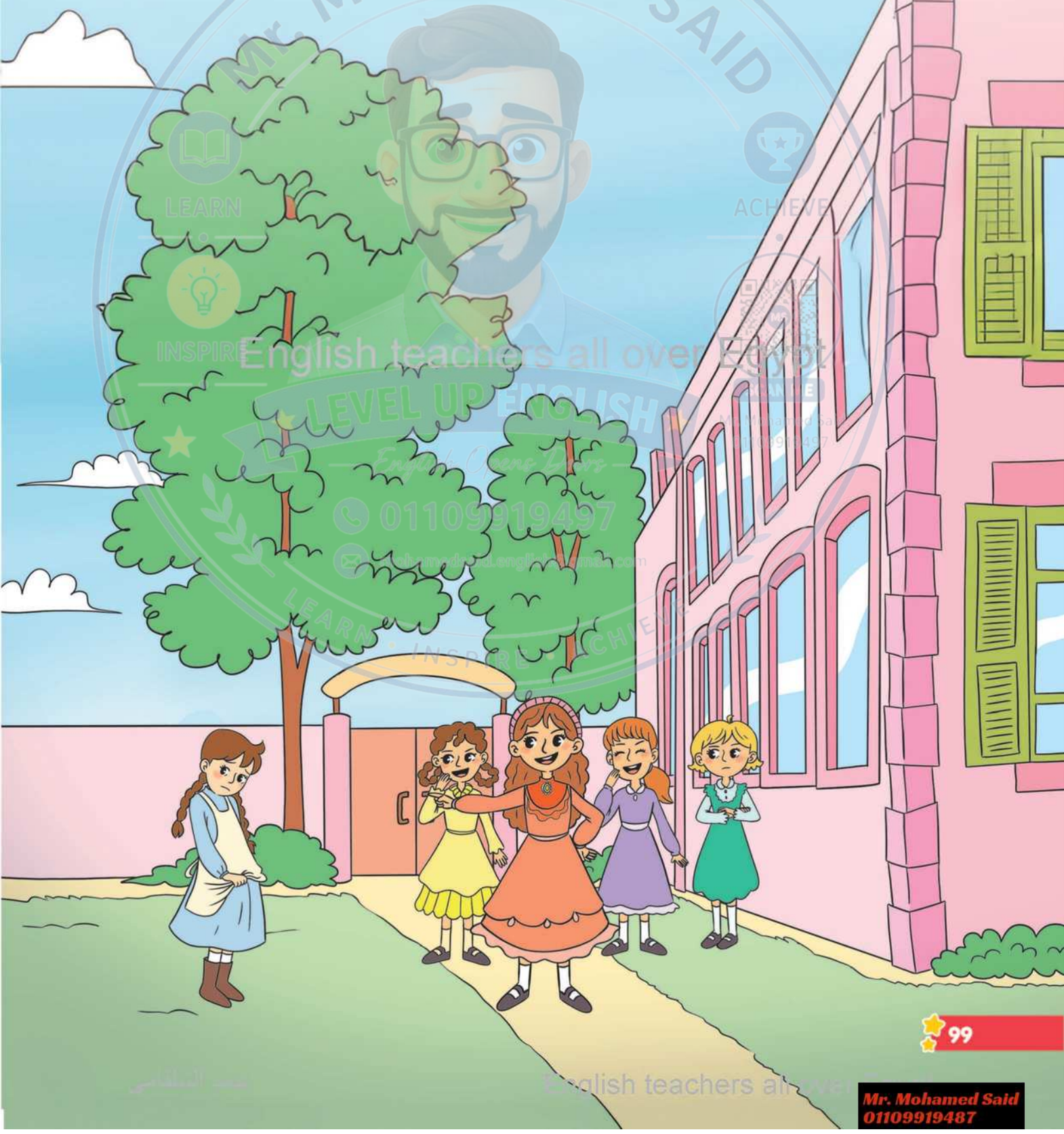
The **popular** girls at school, especially Peggy and Maddie, **annoyed** Wanda every morning. One day, while they were in the playground, Peggy said, "Hey, Wanda, tell us about your hundred dresses!" The other girls laughed. Maddie didn't like how they were annoying Wanda, but she stayed quiet. Maddie was afraid of losing Peggy's friendship. Soon, most of the girls were annoying Wanda and laughing about her hundred dresses.



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Story

One day, Miss Mason, the teacher, **announced** that it was time for the annual drawing competition. Miss Mason said, "I will choose one boy and one girl as winners." When it was time to announce the winners, to everyone's surprise, the walls were covered with a hundred beautiful drawings of dresses of all colors and designs. Wanda drew and signed all the drawings. She won the competition, but she wasn't there to receive her medal.

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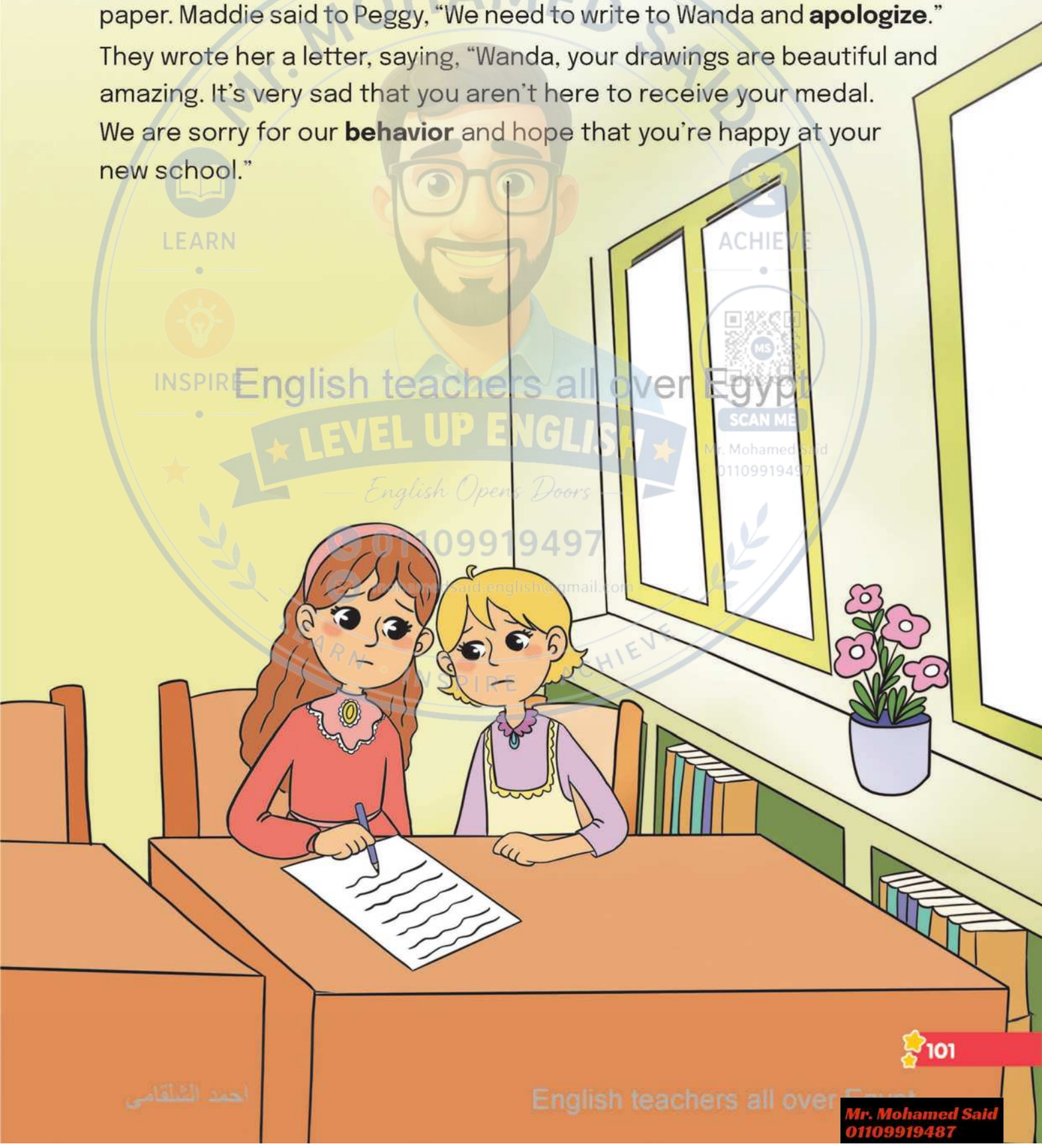
Wanda was **absent** for several days, but no one **noticed**. Miss Mason read a letter from Wanda's dad, saying that Wanda's family moved to the big city, where they wouldn't face unkindness.

Peggy and Maddie felt terrible. They realized that when Wanda talked about her hundred dresses, she meant those drawings, her dreams on paper. Maddie said to Peggy, "We need to write to Wanda and **apologize**."

They wrote her a letter, saying, "Wanda, your drawings are beautiful and amazing. It's very sad that you aren't here to receive your medal. We are sorry for our **behavior** and hope that you're happy at your new school."



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Story

Wanda received the letter at her new school. She was happy when she learned that the letter was from Maddie and Peggy. Then, Wanda wrote back to them, saying, "Thank you for your letter. I'm happy at my new school, and I want you to keep my drawings."

This experience changed Peggy and Maddie forever. They learned that kindness matters more than expensive clothes. They promised to always speak up if there was **bullying**.

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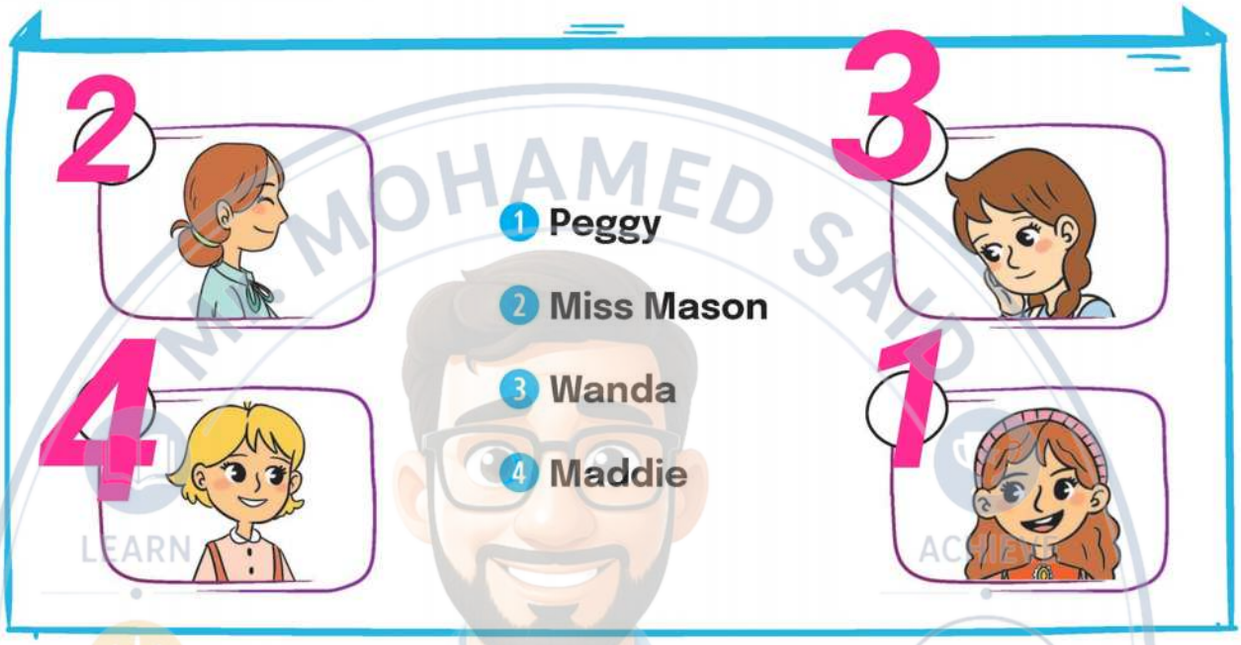
Characters

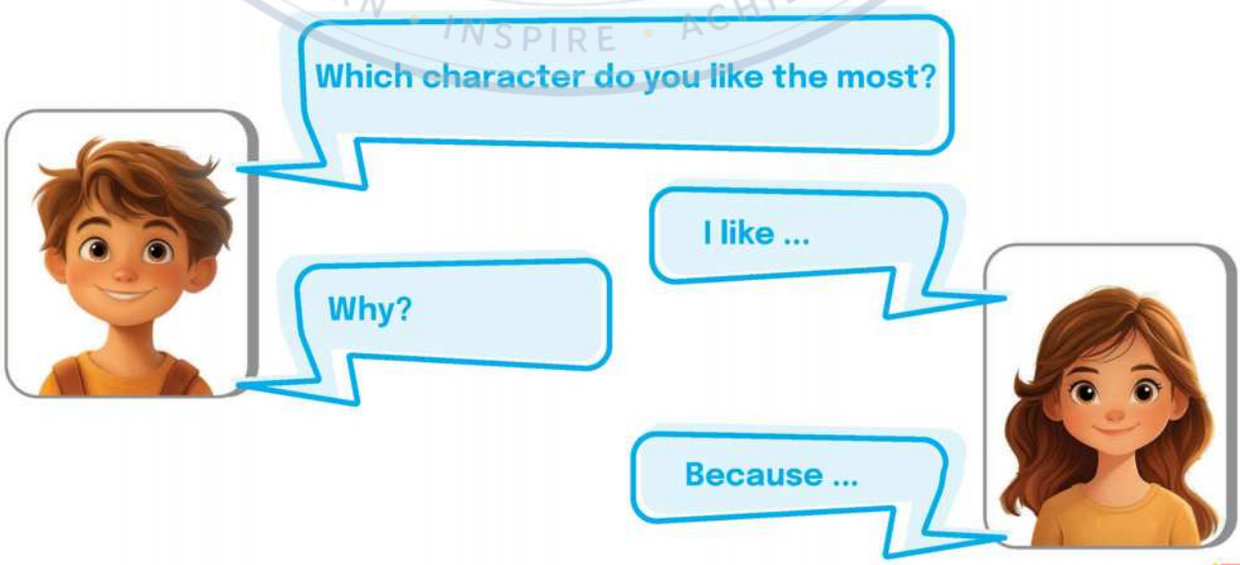
1 Look, read, and number.



2 Who said this: Wanda, Maddie, Peggy or Miss Mason?

1. "Hey, Wanda, tell us about your hundred dresses!" Peggy
2. "I want you to keep my drawings." Wanda
3. "We need to write to Wanda and apologize." Maddie
4. "I will choose one boy and one girl as winners." Miss Mason

3 Ask and answer. Work with your partner. Take turns.



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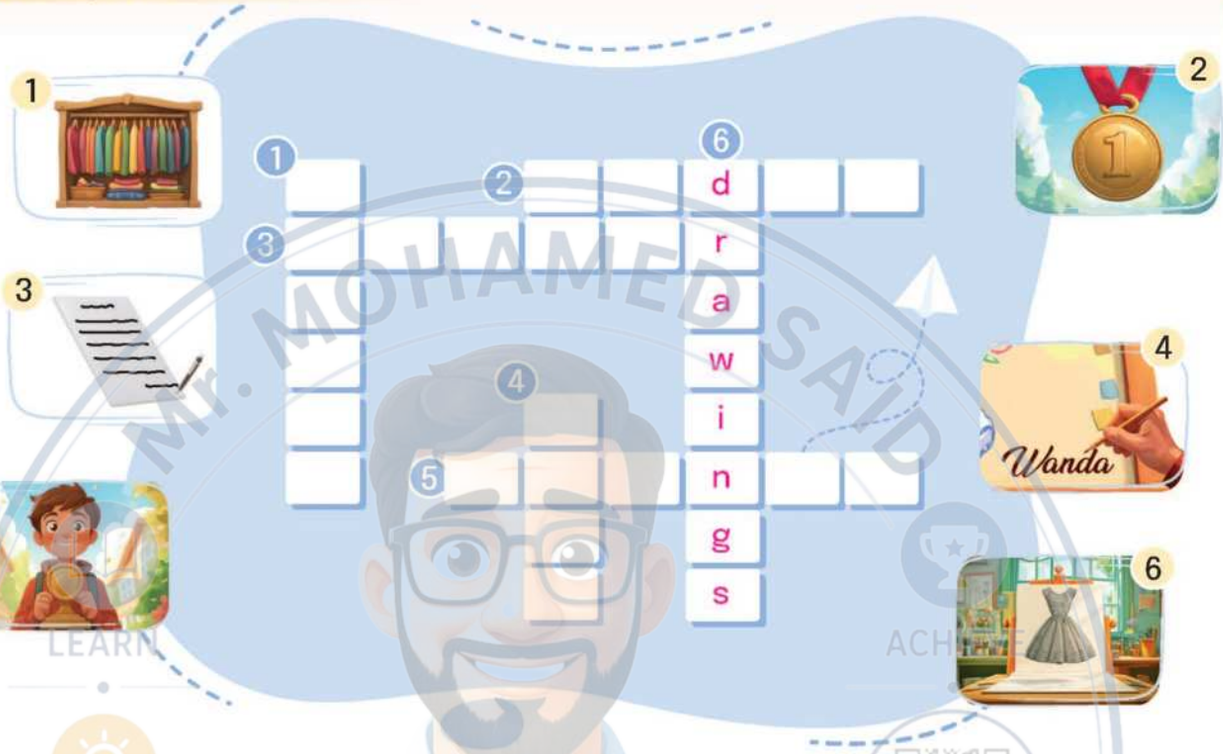
4 Complete the crossword.



5 Read and circle the correct answer.

1. Wanda always wore the same faded blue ..... every day.
   a. dress b. closet c. letter d. drawing
2. Miss Mason will choose one boy and one girl as ..... in the competition.
   a. walls b. medals c. winners d. playgrounds
3. Wanda drew and ..... all the drawings in the competition.
   a. moved b. sang c. spoke d. signed
4. Peggy and Maddie wrote a ..... to Wanda to apologize.
   a. behavior b. letter c. dream d. closet

1. dress
2. winners
3. signed
4. letter

6 Read and complete with words from the box.

playground - competition - announce - drawings

Miss Mason announced that it was time for the annual drawing competition. When it was time to (1) ..... the winner, the walls were covered with a hundred beautiful (2) ..... of dresses of all colors and designs. Wanda won the (3) ....., but she wasn't there to receive her medal.

1. announce
2. drawings
3. competition

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7 Read and put the events in order.

- Peggy and Maddie annoyed Wanda in the playground.
- Wanda won the drawing competition.
- Peggy and Maddie promised to always speak up if there was bullying.
- ~~Wanda told everyone about her one hundred dresses.~~
- Miss Mason read a letter from Wanda's dad.
- Peggy and Maddie wrote a letter to Wanda.

1. Wanda told everyone about her one hundred dresses.
2. . Peggy and Maddie annoyed Wanda in the playground.
3. . Miss Mason read a letter from Wanda's dad.
4. . Wanda won the drawing competition.
5. . Peggy and Maddie wrote a letter to Wanda.
6. . Peggy and Maddie promised to always speak up if there was bullying.

8 Read and write T (True) or F (False).

1. Wanda had one hundred real dresses. (F)
2. Peggy and Maddie were always kind to Wanda. (F)
3. Wanda won the annual drawing competition. (T)
4. Wanda's family moved to the big city. (T)
5. Miss Mason chose three girls as winners. (F)
6. Wanda's mom sent a letter to Miss Mason. (F)
7. Wanda wasn't there to receive her medal. (T)
8. Peggy and Maddie wrote an email to Wanda to apologize. (F)

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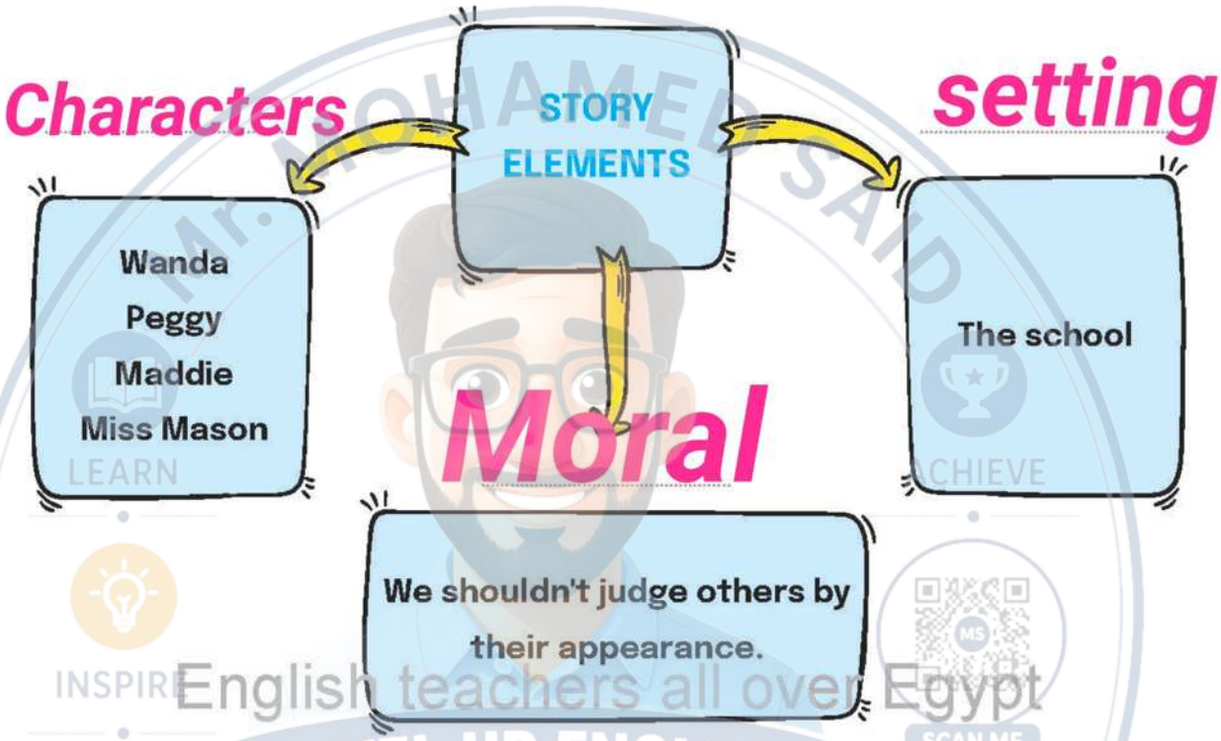
9 Read and label from the box.

Setting - Characters - Moral



10 Answer the following questions.

1. What did Peggy say to Wanda in the playground?

1. Peggy said: "Hey, Wanda, tell us about your hundred dresses!"

2. Why did Wanda's family move to the big city?

2. Wanda's family moved to the big city to avoid unkindness.

3. How did Peggy and Maddie feel after seeing Wanda's drawings?

3. Peggy and Maddie felt terrible and realized Wand was talking about her drawings.

4. What did Wanda write in her letter to Peggy and Maddie?

4. Wanda wrote: "Thank you for your letter. I'm happy at my new school, and I want you to keep my drawings."

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11 Do you agree with the action? Why or why not?

1. Maddie stayed quiet when Peggy bullied Wanda.

agree / don't agree

Why? It was wrong that she didn't speak up for Wanda.

2. Wanda told everyone she had a hundred beautiful dresses at home.

agree / don't agree ☑

Why? She shouldn't have said something that wasn't true, even if it was her dream.

3. Wanda's family moved to the big city. ☑

agree / don't agree

Why? They wanted to go where people would be kinder.

4. Wanda told Peggy and Maddie to keep her drawings. ☑

agree / don't agree

It was the right thing to do to say sorry.

Why? It showed that Wanda forgave them and was kind.

5. Peggy and Maddie wrote a letter to Wanda. ☑

agree / don't agree

Why?

12 You are Wanda. Write back to Peggy and Maddie.

Dear Peggy and Maddie,
Thank you for your kind letter. I'm happy at my new school. I'm glad you liked my drawings. You can keep them. I forgive you, and I hope we can all be kind to others.
Your friend,
Wanda

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Self-Assessment

1 Find and circle the words.

v	a	n	n	o	u	n	c	e	s
d	v	m	c	l	o	s	e	t	i
r	a	e	x	v	c	r	z	z	g
e	x	d	w	i	n	n	e	r	n
s	c	a	f	x	m	n	v	s	e
s	z	l	l	e	t	t	e	r	d

2 Complete the events using the box.

to apologize - annoyed Wanda - they moved to the big city

1. One day in the playground, Peggy and other girls ..annoyed Wanda..
2. The teacher read the letter from Wanda's dad and said ..they moved to the big city..
3. Peggy and Maddie wrote a letter to Wanda ..to apologize..

3 What will you do in this situation? Check (√) the right action.

You see your friend laughing at a classmate who wears old clothes.

- Laugh with your friend. ( )
- Tell the teacher about the situation. (✓)
- Ignore it and walk away. ( )

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Review 2

1 Read and sort.

Pyramids – firefighter – nurse – Siwa Oasis – police officer – Khan Al-Khalili Bazaar

Places	Jobs
Pyramids – Siwa Oasis – Khan Al-Khalili Bazaar	Firefighter – Nurse – Police officer

2 Choose the correct answer from a, b, c or d.

1. The Cairo ..... is tall and has a great view.
   a. Oasis b. Tower c. Bazaar d. River
2. A/An ..... works in a school and teaches lessons.
   a. engineer b. nurse c. teacher d. firefighter
3. The Egyptian ..... is full of history.
   a. Museum b. Tower c. Mall d. Office
4. A/An ..... helps sick people feel better.
   a. teacher b. doctor c. engineer d. police officer

1. Tower
2. teacher
3. Museum
4. doctor

3 Listen, look, and fill in the missing letters.

b – in

ston – e

p – ond

slid – e

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4 Read and correct the word(s) between brackets.

1. The flowers are ..... (on) two trees.
2. He is the ..... (smart) student in our class.
3. The bird is ..... (front) the cage.
4. She has the ..... (short) hair in the group.

1. between
2. smartest
3. in front of
4. shortest

5 Look and complete using superlative adjectives.

1

The blue pen ..... . (long)

. The blue pen is the longest.

2

The computer ..... . (big)

The computer is the biggest.

6 Look and answer the questions.

1. Where is the hospital?
2. Where is the school?
3. Where is the library?
4. Where is the post office?

1. The hospital is next to the school.
2. The school is between the hospital and the hospital
3. The library is in front of he Museum
4. The post office is near the mall.

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7 Read the text and answer the questions.

Omar is a firefighter. He wears a blue uniform and a helmet to stay safe. Every day, he checks his equipment and keeps the fire truck ready. When people need help, Omar and his team quickly drive to help them. He uses a long water hose to stop fires. He also has a special ladder for tall buildings. He saves people and pets from fire. He loves his job because he likes saving people and animals.

A. Choose the correct answer from a, b, c or d.

1. firefighter
2. hose

1. The main idea of the text is about a ..... .
   a. nurse b. doctor c. firefighter d. teacher
2. Omar uses a long water ..... to stop fires.
   a. truck b. ladder c. helmet d. hose

B. Answer the following questions.

3. What does Omar do when people need help?
   He quickly drives with his team to help them.
4. Why does Omar love his job?
   Because he likes saving people and animals.

8 Write a non-fiction text about a family member's job.

My Father's Job

My father is a doctor. He works at a big hospital in the city. Every day, he helps sick people feel better. He wears a white coat and uses special tools to check his patients. He works hard and is very kind to everyone. My father loves his job because he enjoys helping others and saving lives.

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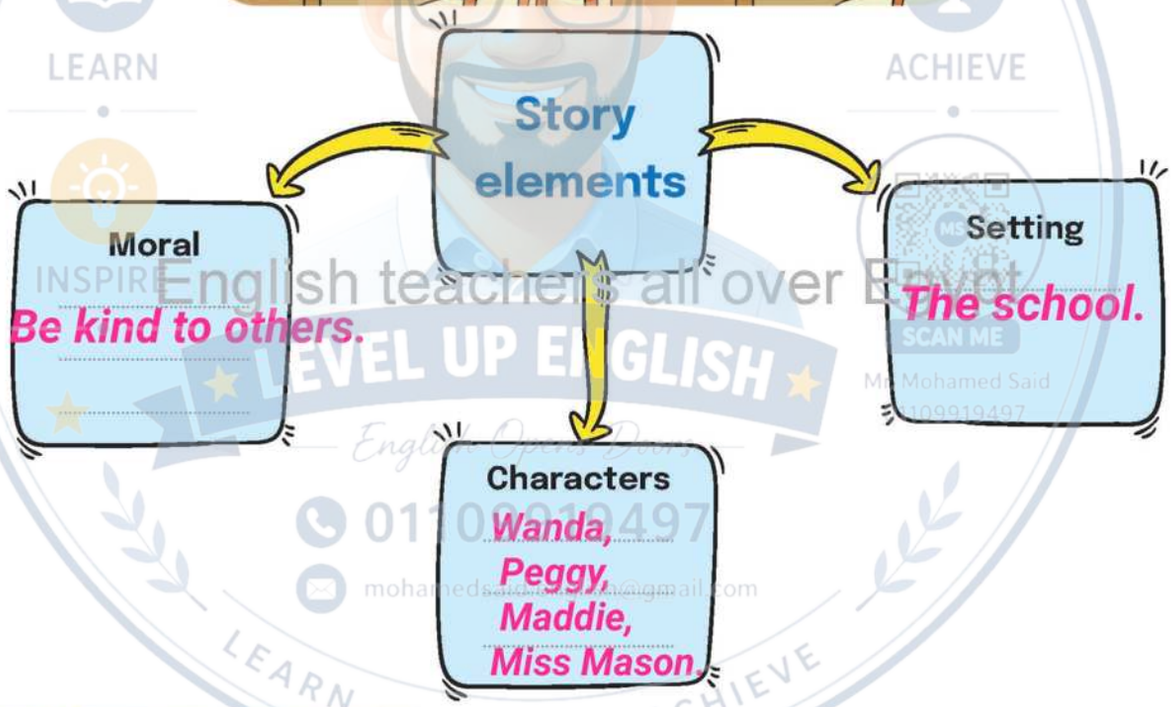
9 Look and complete the mind map.



10 Write a new ending for the story.

Wanda's family didn't move to the big city.

The girls said sorry to Wanda at school.
They became good friends and played together.
Wanda felt happy and safe.
Everyone learned to be kind and respectful.

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Self - Assessment

Now I can ...

Identify places in Egypt.

I got it ☐ I'm not sure ☐ I need help ☐

Identify words about jobs.

I got it ☐ I'm not sure ☐ I need help ☐

Say these sounds:

/p/ peak - pan - pond

/b/ bear - bin - bat

Long vowels with silent e

cube - face - slide - rope - stone - flute - gate - nine

I got it ☐ I'm not sure ☐ I need help ☐

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Glossary of Words and Phrases

Category	Word	Definition
Action Words	Run	Move quickly
	Draw	To make a picture with a pencil or pen
	Plant	To place seeds in the soil to grow
	Exercise	To move your body to stay healthy
	Clean	To remove dirt or mess
	Announce	To say something officially
Animal Words	Giraffe	A tall African animal with a long neck
	Elephant	A large animal with a trunk
	Monkey	A playful animal that swings on trees
	Zebra	A striped animal from Africa
	Fox	A small wild animal with red fur
	Lion	A large wild cat
	Endangered	Animal species at risk of disappearing
	Hunt	To chase or capture for food
Classroom Words	Look at the ___	Asking to observe something
Community Words	Neighbor	A person who lives near you
	Trash	Waste or garbage
	Trees	Plants with trunks and leaves
	Street	A road in a city or town
	Factory	A place where products are made
	Flag	A symbol of a country
Culture Words	Tradition	A custom passed down through generations
	Festival	A celebration with food, music, or dancing
Descriptive Phrases	It is big	Used to describe a large object
Events	Medal	A prize given to a winner
	Competition	A contest between people or teams
	Winner	The person who finishes first
Greetings	Hello	A polite way to greet someone

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Healthy Habits	Water	A drink that keeps the body hydrated
	Fruit	A healthy food like apples or bananas
	Vegetable	A healthy food like carrots or spinach
	Exercise	Activity that keeps the body fit
	Sleep	Resting at night to stay healthy
Jobs	Doctor	A person who treats illnesses
	Engineer	A person who designs and builds things
	Nurse	A person who cares for sick people
	Teacher	A person who helps others learn
	Firefighter	A person who puts out fires
	Police officer	A person who protects the public
	Carpenter	A person who builds with wood
	Wildlife photographer	A person who photographs animals in nature
	Voice-over actor	A person who records voices for TV/radio
Numbers	Hundred	The number 100
	Billion	One thousand million (1,000,000,000)
Objects	Gift	A present given to someone
	Uniform	Special clothes for work or school
	Furniture	Tables, chairs, and other home items
Phonics - Long Vowels	Plane	A flying vehicle
	Plate	A flat dish for food
	Feed	To give food
	Home	Where you live
	Rope	A strong string
Phonics - Short Vowels	Hat	A piece of clothing for the head
	Pen	A tool for writing
	Pot	A round container for cooking
	Bat	An animal OR a tool used in sports
	Pan	A flat container used for frying
Places	School	A place for learning
	Library	A place with books and resources
	Post office	A place to send and receive mail

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Places	Hospital	A place where doctors and nurses help people
	Bazaar	A market where goods are sold
	Siwa Oasis	A famous desert oasis in Egypt
	Cairo Tower	A tall landmark in Cairo
	Pyramids	Ancient triangular Egyptian structures
Prepositions	In	Inside something
	On	Resting on the surface
	Behind	At the back of
	In front of	Ahead of or before
	Next to	Beside or near
	between	In the middle of two things
Story Elements	Setting	Where and when a story takes place
	Characters	People or animals in a story
	Plot	The main events of a story
Time Expressions	First	Happening before anything else
	Then	Used to show what happens next
	After that	Used to describe the next step
	Finally	Used to describe the last step
Tools & Equipment	Ladder	A device for climbing
	Water hose	A long tube for spraying water
	Tools	Things used to fix or build things
Visual Literacy	Blog	A short online article or post
Writing Elements	Sign	When someone writes their name
	Title	The name of a story or article
	Date	The day something is written or happens
	Writer's name	The person who wrote the piece
	Heading	A main title of a section
	Sub-heading	A smaller title under a heading
	Call to action	A phrase that encourages action (e.g., "Join us!")
	Descriptive words	Words that tell more about a person or object
	Image	A picture to show something visually

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